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AUTHOR	Reid, Barbara; And Others
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ABSTRACT

Presented is the final report of the Career Associate in Special Education (CASE) Program, a training program structured to prepare individuals to be teacher aides or teacher assistants in exceptional child education settings. Noted among problems encountered during the program was the lack of knowledge by professional staff as well as lack of insight into the possibilities and values of a differentiated staffing pattern. Significant events which resulted from the CASE program are reported as including the local acceptance of the program participants and program graduates; the wide acceptance of proposed programs for local, state, and national meetings and conventions; inclusion of CASE representatives at all levels of state planning; and the development of the Competency Based Format specifically designed for paraprofessional level training programs. Listed are a variety of activities geared toward dissemination of information about the CASE program. The bulk of the document consists of appended materials which include the following: course outlines, a manual with instructional requirements for five courses specifically designed for the training of auxiliary staff to work in exceptional child education settings; a checklist of paraprofessional ethical behavior for use by a supervising teacher; and instructions for using a variety of instructional equipment and materials. (SBH)

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FINAL REPORT
THE CAREER ASSOCIATE IN SPECIAL EDUCATION (CASE) PROGRAM
1973-1976

The Career Associate in Special Education, (CASE) Program at Santa Fe Community College (SFCC) in Gainesville, Florida has completed the three years of funding support from The Division of Special Projects, Bureau of Education for the Handicapped. The beginning date of the CASE program was June 1, 1973; termination date May 31, 1976.

The 1973-1976 CASE program had three major interactive components:

1. Curriculum and supervised practicum of the CASE teacher aide trainees.
2. The inclusion of data related to the use of auxiliary staff in a university special education teacher training program and the concurrent placement of these teacher trainees in an exceptional child setting with a CASE student.
3. University special education doctoral student participation as program instructors and supervisors. These graduate students were also involved in a training program emphasizing program development and implementation at the two-year college level.

A student entering the CASE program could elect the one-year training program to earn the Career Associate Certificate in Special Education or could continue a second year of academic studies to complete the degree requirements for graduation from Santa Fe Community College.

The program was designed to have a paraprofessional training sequence. The major content of the curriculum was centered around the acquisition of knowledge and development of skills which would be appropriate for auxiliary staff to perform in various educational settings for exceptional individuals.

EC102452

The curriculum for the program includes both academic work and practicum experiences. Orientation courses focused on each category of exceptionality and the educational techniques and methods appropriate for use with these children. Through site visitations to nearby special education centers and through practicum participation in these centers, CASE students had an opportunity to relate their academic preparation to work with exceptional children in a variety of classroom settings.

During one quarter of the program, CASE students were placed in a practicum setting concurrently with senior special education interns from the University of Florida. This aspect of the program was designed to enable prospective special education teachers to incorporate the services of paraprofessional staff into the learning environment for exceptional children. Information about the skills and the responsibilities of auxiliary staff was also included in the coursework of the university training sequence for special education teachers and administrators. Supervision of the joint placement are carried out by CASE staff and by University of Florida Department of Special Education faculty.

CASE students completing the certificate program could be employed as teacher aides. Those students completing the two years of study were eligible to seek employment as a teacher assistant or they could apply to a college or university to complete requirements for the Bachelor of Arts degree in special education. Some students elected to be employed at the paraprofessional level while pursuing a teaching credential in an upper division program on a part-time basis. Doctoral students enrolled in the Department of Special Education at the University of Florida participated in the CASE program as instructors, supervisors of practica, and in program development, implementation and evaluation.

This segment of the CASE program was directed toward the training of doctoral candidates in each of these skills as well as in the acquisition of knowledge relative to auxiliary staff training programs.

Summer of 1973 was spent in the determination of curricula, acquisition of faculty and staff and publicizing the program to attract applicants.

The 1973-74 CASE students began their first term in September 1973. A second class began in January 1974. Other classes began in September and January of each succeeding year. Accumulative data on these students follows.

AGE

	17-21	22-30	31 and over
TOTALS	80	18	23

MARITAL STATUS

	Single	Married	Divorced	Widowed
TOTALS	77	33	9	2

NUMBER OF CHILDREN

	0	1	2	3	4	5	6
TOTALS	83	15	5	9	3	4	2

EDUCATIONAL BACKGROUND

	New	1-2 9 Credit hours	30+ Credit hours
TOTALS	39	53	29

The program content consisted of five specialized classes in special education and other appropriate college coursework, (see attached Program Profile).

C.A.S.E.
CAREER ASSOCIATE IN SPECIAL EDUCATION
SANTA FE COMMUNITY COLLEGE

The Career Associate in Special Education program is a training program structured to prepare individuals to be teacher aides or teacher assistants in exceptional child education settings. The program is a one or a two-year program at Santa Fe Community College leading either to a Career Associate Certificate or to an Associate of Science degree with emphasis in special education.

A student entering the program may elect the one-year training program to earn the Career Associate Certificate in Special Education or may continue a second year of academic studies to complete the degree requirements for graduation from Santa Fe Community College. Those students completing the two years of study would then be eligible to seek employment as a teacher assistant or to apply to a college or university to complete requirements for the Bachelor of Arts degree in special education.

The curriculum for the program includes both academic work and practicum experiences. Orientation courses focus on each category of exceptionality and the educational techniques and methods appropriate for use with these children. Through site visitations to nearby special education centers and through practicum participation in these centers, C.A.S.E. students have an opportunity to relate their academic preparation to work with exceptional children in a variety of classroom settings. During one quarter of the program C.A.S.E. students are placed in a practicum setting concurrently with senior special education interns from the University of Florida.

Students desiring to enter the C.A.S.E. program should contact either Dr. Barbara Reid, Director, or Dr. Emily Wellborn, Coordinator, Career Associate in Special Education, Northwest Campus, Santa Fe Community College. Each applicant must complete an application form and will be interviewed by a committee which will make final selection of participants in the program.

A. General Education Requirements

1.	Communication/Humanities		6 hours
	a. EH 100 The English Language	3	
	or		
	EH 103 Basic English Composition	3	
	b. Elective	3	
2.	Mathematics/Science		6 hours
	a. MS 100 Principles of Mathematics	3	
	b. Science Elective	3	
3.	Social/Behavioral Science		6 hours
	a. PY 200	3	
	b. BE 100	3	
	Total		18 hours

B. Career Core Requirements

1.	EC 150	Orientation to the Handicapped	3
2.	ED 110	Orientation to Education	3
	or		or
	EH 231	Children's Literature	3
3.	EC 220	Seminar in Special Education	4
4.	EC 151	Techniques for Facilitating Development of Handicapped Individuals	3
5.	PY 220	Study of the Child	3
6.	ED 231	Reading and Language Arts in the Elementary Schools	3
7.	EC 221	Seminar in Special Education Practicum	4
8.	EC 152	Techniques for Facilitating Development of Handicapped Individuals	3
9.	MS 200	Mathematics for Elementary School Teachers	3
		Elective	13
		Total	60

C.A.S.E. CORE CERTIFICATE PROGRAM

Term I		
BE 100	The Individual in a Changing Environment	3
EC 150	Orientation to the Handicapped	3
ED 110 or EH 231	Orientation to Education Children's Literature	3
PY 200	General Psychology	3
* EH 100	The English Language	3
		15
Term II		
EC 220	Seminar in Special Education	4
EC 151	Techniques for Facilitating the Development of Handicapped Individuals	3
PY 220	Study of Child	3
* MS 100	Principles of Mathematics	3
		13
Term III		
EC 221	Seminar in Special Education	4
EC 152	Techniques for Facilitating Development of Handicapped Individuals	3
MS 200	Mathematics for Elementary School Teachers	3
* SE 100	The Sciences	3
ED 231	Reading and Language Arts Skills in the Elementary School	3
		16

* Substitutions for 100 courses will be considered on an individual basis.

CATALOG DESCRIPTION

SPECIAL EDUCATION

*EC 150 - ORIENTATION TO THE HANDICAPPED (3-5)

An introductory survey of the categories of exceptional children and adults. Attention will be directed to each of the following: visually handicapped, hearing handicapped, speech handicapped, mentally retarded, emotionally handicapped, orthopedically handicapped and multiply handicapped, learning disabled, and the gifted child. Instructional approach incorporates multi-media film studies and site visitations of appropriate facilities associated with class lectures and readings.

*EC 151 - TECHNIQUES FOR FACILITATING DEVELOPMENT OF HANDICAPPED INDIVIDUALS I (3-5)

An introduction to principles of operant behavior, behavioral interaction, pinpointing and recording behavior, and contingency management. An emphasis is placed on the acquisition of these techniques for use in promoting constructive interaction between the child and the learning environment as well as in aiding children in the development of academic and social behaviors which contribute to a positive self concept.

*EC 152 - TECHNIQUES FOR FACILITATING DEVELOPMENT OF HANDICAPPED INDIVIDUALS II (3-5)

A survey of the materials, evaluation instruments, and techniques appropriate to education and training of the several categories of exceptional children.

EC 220 - SEMINAR IN SPECIAL EDUCATION (4-6)

Observation-participation work in a paraprofessional setting under the supervision of a professional and an authorized member of the Santa Fe Community College faculty. A weekly seminar will be held for informative and evaluative purposes.

EC 221 - SEMINAR IN SPECIAL EDUCATION PRACTICUM (4-6)

Participation in instructional processes as a special education teacher-aide in special education classrooms. Periodic seminar meetings will be held in conjunction with special education teaching interns from the Department of Special Education, University of Florida.

EC 199 - SPECIALIZED GROUP STUDY (Credit variable, 1-4)

EC 299 - INDIVIDUAL STUDY (Credit variable, 1-3)

*NOTE: These courses apply toward both the AA and AS programs.

Copies of the course outlines are in the attached Appendix. Also included in the Appendix is a complete set of the competency based curriculum which was designed for the program. An explanation of the implementation process for these competencies is included in this attachment.

As a part of the courses, EC220 and EC221, practicum placements were made in various institutional and public school settings.

PRACTICUM PLACEMENTS

Public School	EMR	43
Public School	TMR	13
Day School	TMR Severely/Profoundly Handicapped	15
Institution	TMR Severely/Profoundly Handicapped	14
Public School	Emotionally Disturbed	5
Institution	Severely Emotionally Disturbed	31
Public School	Learning Disabled	13
Public School	Hearing Impaired	9
Group Living Home	Blind and EMR	1
Nursery School	Diversified Population	2
Clinic	Speech and Hearing Impaired	1
Laboratory School	Non-categorical special education	9
Sheltered Workshop	TMR	1
Public School	Socially Maladjusted	4
Private School	SLD	1
Community College	Adult Non-categorical special education	1

Advisory Board

An advisory Board was established in 1973-74. Membership is representative of State of Florida offices, public and private agencies, instructional staff and supervisory personnel each having some affiliation with exceptional child education. Members of the board provided CASE staff with input relative to the on-going program, made recommendations for program alterations and engaged in planning for future needs of paraprofessional staff. Meetings of the Advisory Board were held twice annually.

PROBLEM

As with most emerging new career programs, the paraprofessional trained for special education service faced some problems associated with public awareness of the career. Basically these centered around the lack of knowledge by professionals about the skills that could be demonstrated by paraprofessional staff as well as a lack of insight into the possibilities and values of a differentiated staffing pattern. Through an active process of program information dissemination, CASE staff attempted to alleviate this problem.

One internal program problem encountered early in the CASE program was the intricacy involved in attempting to establish concurrent placements of CASE students and U.F. senior intern students. To a large measure this problem has been solved through the joint cooperative efforts of CASE faculty, U.F. Special Education faculty and U.F. administrative personnel responsible for practicum placements.

The most recent difficulty to face the CASE program is the insistence in the 1975-76 school year of three public school teachers for some form of remuneration for the acceptance of practicum students into their classroom. The only available solution to date has been the establishment within the public school system of a format of accrual of in-service points for such teachers. While this number of teachers represents a very small minority of placement sites utilized by the CASE program, it is appropriate to be alert to this condition and to work toward a system which would be acceptable to all concerned.

Other concerns which could be identified as problems would be better described as national or regional in nature. They are not unique to the CASE program nor have they caused hardship on this program more than on similiar programs across the country. Included in these topics would be the establishment of a

salary schedule commensurate with the training and skill level of paraprofessional staff. The general national economic slump and the high rate of unemployment are other problem areas which have resulted in increased difficulty in obtaining employment or in securing an adequate wage. However, over the last six months, the economic picture has been brighter. Also, administrators are becoming aware of both the economic and academic advantages which trained special education paraprofessionals can offer. This awareness at the local level has been caused in part by the placement of CASE practicum students in local settings. As a result, there has recently been a demand for graduating CASE students as they seek employment.

SECTION C

SIGNIFICANT FINDINGS AND EVENTS

Significant events which were a result of the CASE program or which were influenced by the CASE and other concurrently developing programs of a similar nature include the local acceptance of the program participants and program graduates, the wide acceptance of proposed programs for local, state and national meetings and conventions (see Dissemination Activities), inclusion of CASE representatives at all levels of state planning, and the development of the Competency Based Format specifically designed for paraprofessional level training programs (see Appendix).

Planning

CASE administrative staff have participated in and initiated many meetings in an effort to coordinate the various aspects of this program and to disseminate information about the program.

During the initial year of the project, the Bureau of Education for Exceptional Students, State of Florida, organized and financially sponsored, with administrative participation and support of the Division of Community Colleges, a statewide meeting of all persons conducting or planning to initiate paraprofessional personnel training programs for special education. The fourteen colleges that participated, represented a wide divergency of training styles and goals. A follow-up committee was established by this group to clarify competency needs for aides, to pursue the assessment of teacher aide employment and job availability and to encourage the placement of trained aides on a salary scale which would consistently differentiate them from unskilled aides. This Planning Committee for Community College Special Education Programs consisted of the following membership:

Chairman, Dr. Barbara Reid, Director of CASE, Santa Fe Community College, Gainesville, Florida

Dr. Emily Wellborn, Coordinator of CASE, Santa Fe Community College, Gainesville, Florida

Dr. Donald Davis, Human Services Aide Program, St. Petersburg Junior College, St. Petersburg, Florida

Charlotte McKeafe, Teacher Aide Instructor, Manatee Community College, Sarasota, Florida

Laverne Graves, Director, Model Manpower and Resource Management Information System for Exceptional Child Education, liaison with the Bureau of Exceptional Child Education, Tallahassee, Florida

This ad hoc committee met and made arrangements for a presentation to the fall meeting of the District Administrators and Coordinators of Exceptional Student Education in September 1974. Barbara Reid and Emily Wellborn were the only community college personnel able to appear for the presentation. The major purposes of this presentation were to share information about the growing involvement of community colleges in this field as well as to enlist the aid of the District Administrators in working toward some internal consistency in the area of training programs at the one- or two-year level. The lack of certification or licensing as well as the wide variance in salary schedules for auxiliary personnel were other areas of concern that were discussed.

Follow-up meetings were held with Division of Community College personnel and with the Bureau for Education of Exceptional Children. An open-door discussion group was held by Laverne Graves and Barbara Reid on this topic at the fall Florida Association of Community Colleges. In November 1974, Emily Wellborn met with the Community College Academic and Student Personnel Deans State Association Meeting in an effort to gather specific data on programs related to education in Community Colleges. Locally, these activities have included

meetings with representatives from UF, Sunland Training Center, Alachua County Public Schools, Alachua Co. ARC, Special Olympics, Florida SCEC, Division of Mental Retardation and others. As a part of the on-going project, CASE personnel met with individuals or small groups of UF Special Education faculty throughout the year to formulate and implement plans for cooperation between the two institutions in the several program activities which interrelate.

In July 1975, a statewide Planning Meeting was held which included representatives of special education personnel training programs in Florida. The Program Director participated in this meeting. Two additional tasks have been undertaken which relate directly to the goals of the committee. Barbara Reid serves as a representative of community college programs in special education and is vice-chairman of a Task Force on the Bureau of Education for Exceptional Students project which is designed to assess Florida Manpower Training Programs output of trainees and determine present and future Manpower needs for special education personnel. This Model Manpower and Resource Management Information System for Exceptional Child Education combines the resources of state agencies, school districts, universities and community colleges. This project is conducted under a grant from the Bureau of Education for the Handicapped, (USOE).

A second state project is underway which is designed to systematize the identification, labeling and numbering as well as transferability of all college coursework within the state. Barbara Reid serves as the Task Force Chairman for Special Education on this Florida Department of Education Statewide Common Course Designation and Numbering Project.

A factor of considerable significance which has emerged from research conducted by Hazel Cobb a doctoral student and CASE instructor, (but not through CASE support) was the data on the apparent explosion of special education related

training programs in junior and community colleges. The results of this study indicated growth from 36 such programs identified in 1974 (New Careers Training Laboratory, 1974) to the 112 identified by Cobb (1975). This rapid development of training programs has implication for the development of national guidelines to assist program developers in their efforts to provide quality programming. Direction from the national level could work toward an assurance of continuity between programs and help to establish minimum standards for program operation.

Cobb, H. B., The paraprofessional training role of community colleges in special education. Unpublished Doctoral dissertation, University of Florida, 1975.

New Careers Training Laboratory. The utilization and training of paraprofessionals in special education: Present status and future prospects. New York: City University of New York, 1974.

DISSEMINATION

The faculty and staff of the CASE program have engaged in a variety of activities in an effort to make information about the CASE program available to interested professionals, paraprofessionals, parents or lay persons. Numerous meetings and program presentations have been made in compliance with the obligation of the project to train special education teacher trainees at the University of Florida about paraprofessional personnel. Over 30 meetings have been held with local public and private school administrators, Division of Retardation personnel, institution administrators and persons visiting SFCC specifically for CASE information. Four in-service training programs were presented locally for special education teachers and/or paraprofessional staff. State activities have included meetings with personnel from the Division of Mental Retardation, Division of Community College and the Bureau of Education for Exceptional Students.

The staff of the program participated in several regional and national workshops and conventions where information was presented about the CASE program.

Reid, Koorland- Paraprofessional Training, Alachua County Public Schools In-Service Workshop for Teachers and Administrators, Gainesville, Florida, July, 1976

Reid- The Role of Student Development in Community College Developmentally Disabled Programs, American Personnel and Guidance Association Convention, Chicago, Illinois, April, 1976.

Reid, Koorland- Special Education Paraprofessional Training Programs in Community Colleges, Council for Exceptional Children Convention, Chicago, Illinois, April 1976

Koorland- CASE Program Presentation, Competencies in the Classroom, Florida Association of Teacher Educators Conference, Orlando, Florida, Winter 1975.

Westling, Lessen, Cobb, Wellborn- Impact of the Career Associate in Special Education in Florida, Florida Council for Exceptional Children Convention, Daytona Beach, Florida, October, 1975.

Reid- Professional and Paraprofessional Interrelationships in Education of the Severely/Profoundly Handicapped, American Association of Education for the Severely/Profoundly Handicapped Convention, Kansas City, Missouri, 1975

Reid, Wellborn- Community College Training Program for District Care Workers, American Association on Mental Deficiency Convention, Portland, Oregon, M[illegible], 1975.

Reid, Wellborn, Koorland, Westling, Cobb- A Special Education Teacher Aide Training Program in the Community College, Council for Exceptional Children, Los Angeles, California, April, 1975.

Wellborn, Cobb, Sigler, Drew- A Community College Program for Training Paraprofessionals in Special Education, Florida Council for Exceptional Children Convention, Orlando, Florida, February, 1975.

Westling, Lessen- The Role of Paraprofessionals in Exceptional Child Education, Student Council for Exceptional Children, Southeast Regional Conference, Atlanta, Georgia, November, 1974.

Several publications describing the CASE program have also served to disseminate information. Articles have also appeared in several publications. These included Focus on Exceptional Children, Jottings of the League for Innovation in the the Community College, and the Florida Federation Council for Exceptional Children Bulletin, and in Community College and the Developmentally Disabled: Report of a Conference. Copies of these may be found in the Appendix.

The CASE program was also selected for inclusion in the Division of Community Colleges' publication, Catalog of Exemplary Practices. This document outlines programs in Florida Community Colleges which are considered to be innovative and imaginative. A copy of the CASE program descripton included in this catalog may be found in the Appendix.

DATA COLLECTION

NONE

OTHER ACTIVITIES

All activities are included within other categorical areas in the report.

STAFF UTILIZATION

Job descriptions which specify the responsibilities of the CASE staff are included at the end of this component. There were several staff changes during the three years of the project.

CASE PERSONNEL

Name	Title	Date of Employment	Load	Date of Termination
Reid, Barbara	Director	6/1/73 6/1/74 6/1/75	1/2 time 1/3 time 1/3 time	
Wellborn, Emily	Coordinator	6/27/73 9/1/73	1/4 time full time	12/31/75
Koorland, Mark	part-time faculty Coordinator	6/28/74 1/2/76	1/2 time full time	
Sigler, Gary	Administrative Assistant	9/24/73	1/2 time	5/31/75
Drew, Linda	Administrative Assistant	9/24/73	1/2 time	5/31/75
Westling, David	Administrative Assistant Part-time faculty	6/1/74 1/2/76	1/2 time 1/2 time	5/31/76
Lesson, Elliott	Administrative Assistant	6/16/75	1/2 time	8/3/76
Stodden, Robert	Administrative Assistant	9/16/75	1/2 time	5/31/76
Hodgson, Grace	Administrative Assistant	1/26/76	1/2 time	9/10/76
Spencer, John	Part-time faculty	1/5/76	1/2 time	
Whorton, Jane	Paraprofessional	7/1/73	full time	
Singleton, Vernon	Educational Aide	10/7/75	1/4 time	6/30/76
Wilson, Paula	Educational Aide	10/6/76	1/4 time	5/31/76
Cobb, Hazel	Part-time faculty	9/17/74	1/2 time	12/12/75

EVALUATION

The program has been evaluated in terms of the stated purpose of the program. Factors numerated for evaluation in the initial proposal include the following:

1. number of students trained
2. number of students placed in training related employment
3. number of students progressing through Special Education four-year programs.
4. the efficacy of the cooperative effort between the College and the University of Florida
5. the development of a CASE Developmental Program Guide for Community Colleges.

Students trained, employed and continuing education:

Students who participated in the CASE program chose either to seek employment, to continue a second year of training, to receive an Associate in Science or Associate in Arts degree and/or to continue into upper division special education related coursework. In addition, some persons who were employed did not complete all of the requirements for the on-year certificate in CASE.

Student Data

	1973-74	1974-75	1975-76
no. of graduates	9	23	24
no. of graduates employed that year in Sp. Ed.	0	4	6
no. of graduates later employed in Sp. Ed.	5	5	-
non-graduates employed in Sp. Ed.	4	4	8
CASE students in Sp. Ed. related in upper division program	5	4	5

Cooperative College and University Relations:

The process of integrating data about paraprofessional staff into a university special education program proved to me one of the more complex problem encountered in the implementation of the CASE program. In the initial year the format selected for this was that of joint seminars. These were met with limited enthusiasm and were evaluated only as satisfactory. It was the opinion of college and university staff that a process which would integrate the information into on-going and required courses for university students would lead to a better knowledge of this auxiliary staff and a more functional utilization of such staff. Presently CASE staff serve as visiting lecturers, and data has been written into required university coursework. CASE students have been invited into active membership of the local SCEC and they attend the State SECE each year. Particular emphasis has been placed on pre-planning for concurrent placements. The U.F. administrative official responsible for placement of university students meets with a representative of CASE, Dept. of Sp. Ed. and the public schools. This cooperative arrangement facilitates both appropriate placement for all as well as clarifying for each participant the role of the practicum and the intern student. Such a joint effort is essential if the demands of each component are to be met in an equitable way. This is particularly true in a school district where local school principals are responsible for the approval and placement of practicum students.

CASE Developmental Program Guide:

The Competency Based Course Specifications, (CBCS) provide the basis for a model program. Material available to accompany the CBCS are course descriptions, job descriptions, the program profile outline and evaluation forms developed for use in the program. These materials are available to persons interested in establishing programs of a similiar nature.

Support Evidence:

Included in the appendix are letters from practicum supervisors and employers commenting on the value and quality of trained paraprofessional staff. Further support for the program is seen in the many requests from employers for graduates of the program this last year. The requests for students for employment for outceeded the member of students seeking employment at this time.

APPENDIX

COURSE OUTLINE

DIVISION: Student Development

CURRICULUM: Career Associate in Special Education (C.A.S.E.)

COURSE TITLE: Orientation to the Handicapped

COURSE NUMBER: EC 150

TYPE OF COURSE: Survey of Exceptional Children

COURSE DESCRIPTION:

An introductory course to exceptional child education emphasizing educational and social characteristics of the various exceptionalities and the role of the special education paraprofessional in the provision of services to these individuals.

COURSE OBJECTIVES:

A. To provide an overview of historical and contemporary special education services in our society.

B. To provide basic knowledge of the various exceptionalities including definitions, characteristics, and educational provisions.

C. To provide initial exposure to exceptional children and special education techniques through site visitations.

LENGTH OF COURSE: 12 weeks

CLASS SIZE: 25

PREREQUISITES: Acceptance into C.A.S.E. program

REQUIRED TEXTS: Educating Exceptional Children, S. A. Kirk

TOPICAL OUTLINE:

I. Overview of Exceptional Children

II. Speech impaired children

III. Intellectually Gifted Children (optional)

IV. Educable Mentally Retarded Children

V. Trainable Mentally Retarded Children

VI. Learning Disabled Children

VII. Hearing Impaired Children

VIII. Visually Impaired Children

IX. Emotionally Disturbed Children

X. Crippled and other Health Impaired Children

BEHAVIORAL OBJECTIVES:

Define each area of exceptionality and possible causes for each.

Describe educational and social characteristics of the various categories of exceptional children.

Describe the educational programs and facilities used in the education and training of exceptional children.

Describe the special education methods and materials used in the education and training of exceptional children.

(See attached competencies)

COURSE OUTLINE

DIVISION: Student Development

CURRICULUM: Career Associate in Special Education (C.A.S.E)

COURSE TITLE: Techniques for Facilitating the Development of Handicapped Individuals

COURSE NUMBER: EC 151

TYPE OF COURSE: Classroom Use of Behavior Management Techniques and Self Concept Development

COURSE DESCRIPTION:

An introduction to (1) principles of operant behavior, (2) applied behavioral methods and (3) behavior recording techniques. An emphasis is placed on the acquisition of these skills for use in promoting constructive interaction between the child and the learning environment as well as in aiding children in the development of academic and social behaviors which contribute to a positive self concept.

COURSE OBJECTIVES:

A. To introduce students to classroom behavior management techniques and principles of operant behavior.

B. To introduce students to principles of precise behavior recording and data based educational decision making.

C. To introduce students to and to provide practice in using behavioral techniques to facilitate positive self concept development.

LENGTH OF COURSE: 12 weeks

CLASS SIZE: 25

PREREQUISITES: EC 150

REQUIRED TEXTS: Modifying Retarded Behavior, Neisworth & Smith
Elementary Principles and Procedures of the Standard Behavior Chart, Martin, Koorland & Pennypacker
Beginning with the Handicapped, Hart, Verna
Charles C. Thomas Publisher

TOPICAL OUTLINE AND MAJOR REVISIONS:

I. The rationale for precise behavior management

II. Overview of various intervention approaches used in education

III. Principles of Operant Behavior

IV. Principles of Pinpointing and Recording Behavior

V. Methods for applying behavioral principles

VI. Behavioral Management and Positive Self Concept Development

VII. Indirect Assessment

BEHAVIORAL OBJECTIVES:

Describe appropriate and inappropriate behavior using vignettes of exceptional children within classroom settings.

Define behavior managers and state the need for behavior management.

Define the basic principles of operant behavior.

Describe the principles of pinpointing and recording behavior.

Describe specific methods for behavioral and contingency management.

Define self concept development and illustrate in a vignette of an exceptional child.

Describe alternate behavior assessment techniques

(See atta ched competencies)

COURSE OUTLINE

DIVISION: Student Development

CURRICULUM: Career Associate in Special Education (C.A.S.E.)

COURSE TITLE: Seminar in Special Education

COURSE NUMBER: EC 220

TYPE OF COURSE: Supervised practicum experience with exceptional children and bi-weekly seminar meetings related to specific topics.

COURSE DESCRIPTION:

This course of observation-participation coupled with the seminar process will provide for supervised learning experiences in settings which reflect the broad scope of education for exceptional persons. The bi-weekly seminar with special education specialists will enable students to identify problem areas or to seek information relative to their current experiences.

COURSE OBJECTIVES:

A. To provide supervised teaching assistant experiences for the development of appropriate paraprofessional skills.

B. To develop appropriate ethical behavior suitable to the school environment.

C. To develop skills in the use of basic classroom audio-visual equipment and materials.

D. To develop basic skills for the use of first-aid in the classroom.

E. To develop skills in the development of work (study) areas for exceptional children.

LENGTH OF COURSE: 12 weeks

CLASS SIZE: 25

PREREQUISITES: EC 150 and EC 151 (To be taken concurrently with EC 220)

REQUIRED TEXTS: None

TOPICAL OUTLINE:

I. Ethics of Paraprofessionals

II. A-V: Area I (Basic)

III. First-aid in the Classroom

IV. Work Area Skills

V. Supervised Practicum Experience

BEHAVIORAL OBJECTIVE:

Demonstrate the ability to use basic audio-visual equipment apropos to the special classroom

Demonstrate appropriate ethical behavior in the school setting (eg. attire, manner, and verbalization)

Demonstrate the ability to conduct individual or small group instruction with exceptional children in a supervised practicum situation.

Demonstrate the knowledge of appropriate first-aid techniques

Demonstrate the ability to provide a work setting for exceptional children including the arrangement of furniture and the provision, distribution, and collection of appropriate material

(See attached competencies)

COURSE OUTLINE

DIVISION: Student Development

CURRICULUM: Career Associate in Special Education (C.A.S.E.)

COURSE TITLE: Techniques for Facilitating Development of Handicapped Individual

COURSE NUMBER: EC 152

TYPE OF COURSE: Lecture, classroom demonstrations, and student participation

COURSE DESCRIPTION:

This course is designed to provide students with information about the uses of instructional assessment instruments and to enable students to select and use appropriate techniques and materials for the education and training of exceptional children.

COURSE OBJECTIVES:

A. To introduce students to the psychological process of learning.

B. To introduce students to conceptual areas, developmental, and remedial materials for the instructional areas of education for exceptional students.

C. To enable students to create original materials or use commercial supplies with exceptional students.

LENGTH OF COURSE: 12 weeks

CLASS SIZE: 25

PREREQUISITES: EC 150 and EC 151

REQUIRED TEXTS: Selected Reading and Optional References

TOPICAL OUTLINE:

I. Psychological Processes of Learning

II. Language Development

III. Reading Instruction

IV. Handwriting Skills

V. A. Math Assessment

B. Utilization of Math Materials

VI. Physical Education

VII. Art

VIII. Science

IX. Music

X. Instructional Unit

XI. Self-Correction Learning Activities

XII. Structured Free Play

BEHAVIORAL OBJECTIVES:

Be able to describe sensory areas and operations of psychological processes.

Be able to identify and utilize reports from tests used in the assessment of psychological processes.

Be able to develop educational activities and appropriate instructional materials for use with exceptional students in the following areas:

1) Physical education

2) Art

3) Music

4) Science

5) Mathematics

6) Handwriting

7) Language development

8) Reading

To enable students to develop an instructional area based on a given theme and specific objectives.

To enable students to develop a self-correcting learning activity.

COURSE OUTLINE

DIVISION: Student Development

CURRICULUM: Career Associate in Special Education (C.A.S.E.)

COURST TITLE: Seminar in Special Education Practicum

COURST NUMBER: EC 221

TYPE OF COURSE: Supervised practicum experience with University of Florida Special Education Interns and weekly seminars directed toward relevant topics.

COURSE DESCRIPTION:

Emphasis is placed on cooperative practicum experience with student-teachers from the University of Florida. Seminars will be held periodically for discussion of topics related to the professional/paraprofessional relationship with CASE students and university students in attendance.

COURSE OBJECTIVES:

A. To provide supervised teaching assistant experiences

B. To provide experiences for the development of professional/paraprofessional role relations

C. To provide instruction and experience in the use of more advanced audio-visual equipment.

D. To provide knowledge of employment procedures and practices for individuals seeking positions as special education paraprofessionals.

LENGTH OF COURSE: 12 weeks

CLASS SIZE: 25

PREREQUISITES: EC 150, EC 151 and EC 152 (To be taken concurrently with EC 221)

REQUIRED TEXTS: None

TOPICAL OUTLINE:

I. Employment Opportunities for Paraprofessionals

II. A-V: Area II (advanced)

III. Supervised practicum experience with University of Florida intern

BEHAVIORAL OBJECTIVES:

Demonstrate the ability to successfully complete a practicum assignment in a supervised situation with exceptional children and a student teacher from the University of Florida.

Describe and demonstrate proper conduct in practicum situation.

Describe proper ways to seek and apply for employment as a paraprofessional.

(See attached competencies)

FOREWARD

The following competency based courses have been developed out of a desire on the part of the CASE staff to meet the clear and compelling need for an instructional system usable at different levels of the CASE program. These competencies provide a working structure, not only for the students but also for the course instructors. The specification of course content provides the instructor with a systematic record of his curricular objective, thus enabling him to continually review and assess the instructional process. The specification of course content also provides the learner with the instructional tools to help him move through the course in a predictable and individualized manner. The competencies form the basis for a uniform yet flexible program output.

This manual contains instructional requirements for five courses specifically designed for the training of auxiliary staff to work in exceptional child educational settings. They are part of the Career Associate in Special Education (CASE) Program administered at Santa Fe Community College in Gainesville, Florida. This program, supported through the Bureau of Education for the Handicapped, HEW, provides a special education training program for one-year certificate staff or two-year Associate of Arts or Associate of Science degree personnel. In addition to the competencies included here, students in the program engage in other course work of a related nature as well as in observational field trips and practicum experiences.

These competencies identified in this manual are divided into the five exceptional child education courses of the program:

EC 150 - Orientation to the Handicapped

EC 151 - Techniques for Facilitating Development of the Handicapped I

EC 152 - Techniques for Facilitating Development of the Handicapped II

EC 220 - Seminar in Special Education I

EC 221 - Seminar in Special Education II

The competencies are further organized into four areas. These include Class, Competency, Evaluation, and Developmental Activities.

Directions for Use:

Each student obtains a copy of the competencies identified for each course. Instructional staff monitor the acquisition of minimal level competency for each item.

Class:

The competencies are rated as Class I indicating all students are expected to demonstrate minimum competency, or as Class II which indicates the demonstration

of this competency is optional for the student. Class II competencies are included as a guide for the students interested in mastering material in more depth than that required for successful completion of the course.

Competencies:

This section specifies the knowledge or skill which the student is expected to perform. These range from the rather simplistic "be able to define" statement to more complex competencies requiring the integration of knowledge in order to develop instructional materials.

Evaluation:

Each competency statement is accompanied by one or more evaluation procedures to be employed in the assessing of that competency. The various evaluation procedures are indicated in the following manner:

V___ = verbal assessment

W___ = written assessment

V___/W___ = verbal or written

DC___ = demonstration in class

DP___ = demonstration in practicum

DC___/DP___ = demonstration in class or practicum

DC___
DP___ = demonstration in class and practicum

A check mark ✓ can be used by the instructor to indicate attainment of each competency.

The level of expertise demonstrated by the student on individual competency statements may be evaluated more discretely by employing the numbering system

in the following scale:

4 = superior or always

3 = good or usually

2 = fair or sometimes

1 = poor or never

NA = not applicable

The numbers used in this format of competency completion will derive their meaning from the competency itself.

Example:

Competency	Evaluation	Comment
Define intelligence using one or more current definitions.	V /W 3	The student gave a definition of intelligence rated to be "good".

Example:

Competency	Evaluation	Comment
The student will be on time for all practicum assignments.	DP 3	The student was "usually" on time.

In order for instructional staff to have accurate data about the level of competency achievement by each student, an Evaluation Checklist is compliled for each course.

Example:

Student_____ Term_____
Instructor_____ Points Earned:____/ Possible Points: 216

EC 220-1

1. V___/W___
2. DP___
3. DP___
4. DP___
5. DP___
6. DP___/V___
7. V___/W___
8. DP___
9. DP___
10. DP___
11. DP___
12. DP___
13. DP___
14. DP___
15. DP___
16. DP___
17. DP___
18. DP___
19. DP___
20. DP___
21. DC___
DP___
22. DP___

EC 220-2

1. DC___/DP___
2. DC___/DP___

EC 220-3

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
6. DC___
7. V___/W___
8. V___/W___
9. V___/W___
10. V___/W___
11. V___/W___
12. V___/W___
13. DC___
14. DC___
15. DC___
16. DC___
17. DC___
18. V___/W___
19. DC___

EC 220-4

1. DP___
2. DP___
3. DP___
4. DP___
V___/W___
5. DP___
6. DP___
7. DP___
8. DC___/DP___
9. DC___/DP___

Developmental Activities:

Developmental Activities have been identified which should serve to assist the student in the achievement of the expected competencies. The Developmental Activities range from specific activities to more general statements. They include such notations as page references from textbooks and outside reading material, commercially available instructional materials, resources for use in the development of materials, and site visits, in addition to Class Lectures and Class Participation projects.

Summary:

The identified competencies included in this guide are intended for use in a community college based program designed to train auxiliary personnel for special education. They are subject to change as empirical needs dictate. Suggestions for recommended changes are welcomed by the Career Associate in Special Education

staff.

The points of view and instructional data included here do not necessarily represent official Office of Education position or policy.

EC 150

1. Overview of Exceptional Children
2. Speech Impairment
3. Gifted
4. Educable Mentally Retarded
5. Trainable Mentally Retarded
6. Specific Learning Disabilities
7. Hearing Impaired
8. Visually Impaired
9. Emotionally Disturbed
10. Crippled and other Health Impaired

GENERAL COMPETENCY : Overview of Exceptional Children

(No. EC 150-1)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Give the definition of exceptional children including six areas of deviation from normality.	V___/W___	Class Lecture and Class Demonstration
I	2. Discuss the degree of difference required for a child to be considered exceptional.	V___/W___	Kirk: 1. pp. 3-5 2-3. pp. 7-8
I	3. Discuss the concept of intraindividual differences in exceptional children.	V___/W___	4-5. pp. 5-7 8. pp. 8-13 9-10. pp. 23-30
II	4. State three historical eras of attitudes and treatments toward handicapped persons.	V___/W___	11-13. pp. 30-34
I	5. Discuss the current societal attitudes toward handicapped individuals including: a. educational provisions b. societal provisions c. financial responsibilities	V___/W___	Additional References for Readings 1-2. Dunn (1973) Chapter 1 3-4. Farber (1968) 6. Robinson & Robinson (1965)
I	6. Give a definition of intelligence based on one or more contemporary statements.	V___/W___	8. AAMD Manual (1973) 9-10. Haring (1975) 11-12. Dunn (1973)
I	7. Define and contrast mental age and intelligence quotient.	V___/W___	3. Film: INDIVIDUAL DIFFERENCES
II	8. Given a normal curve representing the distribution of intelligence, label the mean and degrees of intellectual impairment according to the AAMD criteria.	V___/W___	
I	9. List the three most prevalent handicaps found among school-age children	V___/W___	
I	10. Give an estimation of the number of exceptional children in the public schools.	V___/W___	

GENERAL COMPETENCY: Overview of Exceptional Children

(No. EC 150-1)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	11. List five administrative arrangements used to serve exceptional children in the schools.	V___/W___	See Previous Page
I	12. Explain each of the administrative arrangements above, stating the pros and cons of each.	V___/W___	
II	13. List the hierarchy of special services for the handicapped ranging from those for the mildly handicapped to those for the severely and profoundly handicapped.	V___/W___	

GENERAL COMPETENCY : Speech Impairments

(No. EC 150-2)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Define defective speech.	V___/W___	Class lecture
I	2. Discuss the possible relationships between poor speech and poor reading.	V___/W___	Kirk: 1. p.74 2. pp. 74-74 3. pp. 75-77 4. p. 77 5. pp.77-78, 84, 86, 89-91, 93, 98-99 6. pp. 77-78 8. pp. 82,84-85, 87, 92-93, 91-92 9-11. pp. 82-84 12-13. pp. 84-87 14-17. pp. 87-91 18-19. pp. 91-92 20-22. pp. 93-95 23-24. pp. 95-99 26. p.99 27. Talking Time Video and Audio tapes where applicable 14-17. Film: Stuttering
I	3. State the six (6) stages of speech development.	V___/W___	
I	4. Describe the stages through which the establishment of a school speech program proceeds.	V___/W___	
I	5. Discuss the responsibilities of the speech clinician.	V___/W___	
I	6. Differentiate between screening and diagnosis.	V___/W___	
I	7. State the role of the teacher, teacher aide and speech clinician in assessing defective speech.	V___/W___	
I	8. List and define the following major categories of defective speech: A. Articulation disorders B. Voice disorders C. Stuttering D. Impaired hearing E. Aphasia	V___/W___	
I	9. Define and give an example of the four types of articulation defects: A. Substitutions B. Omissions C. Distortions D. Additions	V___/W___	Field Trip: Public School Speech Therapy setting Speech Clinic (Sunland Training Center; Shands Teaching Hospital)

GENERAL COMPETENCY : Speech Impairments

(No. EC 150-2)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	10. Describe the general nature of the articulatory mechanism.	V__/W__	Suggested Reading:
I	11. Discuss the role of the speech clinician in dealing with articulatory disroders.	V__/W__	Johnson, W. Speech Handicapped School Children. New York: Harper and Brothers, 1956.
I	12. List and define with examples the following vocal disorders A. Quality B. Pitch C. Intensity	V__/W__	
II	13. Discuss the reasons for a medical examination preceding voice retraining.	V__/W__	See previous page.
I	14. Define stuttering.	V__/W__	
II	15. Discuss two (2) approaches used in the treatment of stuttering.	V__/W__	
I	16. Discuss the role of professionals, other than the speech clinician, who would be involved in the treatment of stuttering.	V__/W__	
I	17. Discuss the role of the teacher, paraprofessional and peer in relating to a child who stutters.	V__/W__	
I	18. Define delayed speech.	V__/W__	
I	19. Discuss the terms aphasia and delayed speech as they relate to one another.	V__/W__	

GENERAL COMPETENCY : Speech Impairment

(No. EC 150-2)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	20. Discuss the different types of clefts.	V__/W__	See previous page.
I	21. Discuss the implications of surgical and dental habilitation for a child with a cleft palate.	V__/W__	
II	22. State two (2) descriptions of the speech of an individual with an unrepaired cleft palate	V__/W__	
I	23. Name three (3) defects that may be found in the speech of a cerebral palsied individual	V__/W__	
I	24. Sight four (4) areas requiring attention in speech correction for the cerebral palsied child.	V__/W__	
I	25. Describe how speech therapists deal with children with regional accents or cultural dialects.	V__/W__	
I	26. State why a speech clinician is referred to as an itinerant teacher.	V__/W__	
I	27. State two (2) ways a paraprofessional could use Talking Time	V__/W__	
I	28. Demonstrate the proper separation of 25 articulation screening cards by the initial sound of the work.	DC__/DP__	
II	29. Design and demonstrate one technique which may be used to motivate speech activity	V__/W__ DC__/DP__	

GENERAL COMPETENCY : The Intellectually Gifted Child
Students completing this optional unit will be able to:

(No. EC 150-3)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
II	1. State two current definitions used to identify gifted children.	V_/W_	1,4,6. Kirk Chapter 4 3. Gallagher (1975) Teaching the Gifted 5. Interview Teachers of Gifted Children 5,6 Observe Special Classes for Gifted Children
II	2. State the incidence of giftedness as related to socio-economic status.	V_/W_	
II	3. Summarize Terman's study of gifted individuals including the following factors. a. I.Q. Scores b. Socioeconomic status c. Physical characteristics d. Interests e. Educational characteristics f. Occupational status g. General adjustment and character	V_/W_	
II	4. Define, explain, and contrast "convergent thinking" and "divergent thinking"	V_/W_	
II	5. Develop three activities to enhance divergent and convergent thinking.	DC_	
II	6. Describe three administrative arrangements used to educate the gifted.	V_/W_	

GENERAL COMPETENCY : Educable Mentally Retarded (EMR)

(No. EC 150-4)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. State the AAMD definition of mental retardation.	V___/W___	Class Lecture and Class Demonstration Kirk: 2. pp. 193-195 3. pp. 197-198 4. pp. 174-177 5. pp. 172-174 6. pp. 195-197 7-8 pp. 209-212; 30-34 10. pp. 210-211 11. pp. 211-212 14. pp. 183-186 15-16 pp. 177-182 17. pp. 5-7 Additional References for Reading 1-2 AAMD Manual (1973) 1-17 Dunn (1973) Chapter 3 9 See EC150-2 competencies 3-10 Duval County EMR Curriculum Guide: Florida EMR Curriculum Guide 4,5,6 Robinson & Robinson (1965) 7. Dunn (1968) Goldstein, Moss & Jordan (1965) Kolstoe (1972)
I	2. State the I.Q. range for mild or educable mental retardation according to the AAMD classification and educational classification systems respectively.		
I	3. State the general educational goals for EMR children.	V___/W___	
I	4. State three major causal factors which may result in mild retardation; one of each from the prenatal, perinatal, and postnatal periods of development.	V___/W___	
II	5. Compare, contrast, and give an example of biochemical disorders, chromosomal abnormalities, and enviromental deprivation.	V___/W___	
I	6. Describe the EMR child in terms of physical, academic, intellectual, social, and personal characteristics.	V___/W___	
I	7. Discuss the following administrative arrangements for serving EMR children: 1. self-contained classes 2. resource rooms 3. "mainstreaming"	V___/W___	
II	8. Discuss the above (#8) arrangements in terms of advantages and disadvantages related to educational development and social development.	V___/W___	
I	9. State the relationships of defective speech and language development to mild retardation.	V___/W___	

GENERAL COMPETENCY : Educable Mentally Retarded (EMR)

(No. EC 150-4)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	10. State the curricular emphasis for secondary (high school) EMR students.	V___/W___	10,11,12 Kolstoe & Frey (1965) 15,16 The Six Hour Retarded Children 17. Farber (1968) Guest Lecturers Division of Vocational Rehabilitation Field Trips EMR Special Class EMR Secondary Work-Study Unit
II	11. Discuss post-school adjustment of mildly retarded individuals related to: 1. vocational /occupational stability 2. community living 3. recreational /liesure-time activities 4. post-secondary education	V___/W___	
II	12. Discuss the following agencies and the services they (may) provide for mildly retarded adults. a. Vocational Rehabilitation b. vocational-technical schools c. Community Colleges d. Sheltered workshops	V___/W___	
I	13. Discuss the role of the paraprofessional in each of the following: a. primary, intermediate, & pre-vocational b. vocational (secondary) c. post-secondary services	V___/W___	
I	14. State the prevalance of mild retardation in the total population and within the population of mentally retarded individuals	V___/W___	
I	15. Define familial retardation.	V___/W___	
I	16. Discuss cultural or enviromental deprivation and their relation to familial retardation	V___/W___	

GENERAL COMPETENCY : Educable Mentally Retarded (EMR)

(No. EC 150-4)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
II	17. Discuss the history of education and treatment of the mentally retarded	V___/W___	See Previous Page

GENERAL COMPETENCY : Trainable Mentally Retarded (TMR)

(No. EC 150-5)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. State the IQ range for Trainable Mentally Retarded (TMR) individuals according to the educational classification system	V___/W___	Class Lecture and Class Demonstration Kirk: 1. pp. 221-222 2. pp. 222-223 3-4. pp. 223-227 5. pp. 230-231 6. pp. 231-233 7-8. pp. 172-174 9. pp. 174-176 10. pp. 174 11. pp. 228-230 12. pp. 233-235 13. pp. 226
I	2. State the estimated prevalence of moderately and severely retarded individuals in the total population and within the population of retarded individuals.	V___/W___	
II	3. Compare and contrast institutional provisions and community provisions for TMR	V___/W___	
I	4. Discuss the services offered for TMR children from the following agencies and organizaions a. NARC b. Public institutions c. Public school systems	V___/W___	
I	5. State the major curricular goals for TMR children	V___/W___	Additional References for Reading 1-13. Dunn (1973) Chapter 2 5-6. Curriculum Guide Design for Daily Living 1-13. Kolstoe & Frey (1965) Chapter 1 7-9. Robinson & Robinson (1965) 10. Hayden & Haring (1974)
I	6. Outline the major elements included in a curriculum for TMR children.	V___/W___	
II	7. Compare and contrast biochemical disorders and chromosomal anomalies which may result in mental retardation.	V___/W___	
I	8. Give one example each of a biochemical disorder and a chromosomal anomaly resulting in mental retardation.	V___/W___	
I	9. State one casual factor of mental retardation occuring in each of the following periods: prenatal, perinatal, and postnatal.	V___/W___	Guest Lecturers Sunland Training Center Representative Shands Teaching Hospital Representative

GENERAL COMPETENCY : Trainable Mentally Retarded (TMR)

(No. EC 150-5)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	10. Describe Down's Syndrome, state the type of disorder it results from and at what period of development it occurs.	V___/W___	Films: Mental Retardation: The Long Childhood of Timmy Teaching the Mentally Retarded: A Positive Approach Operation: Behavior Modification Early Clinical Aspects of Mental Retardation Field Trips: Sunland Training Center Sunshine School For Retarded Children The Opportunity Center (A Sheltered Workshop) Public School TMR Classroom
I	11. State the typical class size and admission requirements for TMR children	V___/W___	
II	12. Discuss the efficacy of training programs for TMR's from the following perspectives a. community adjustments vs. institutionalization b. parental assistance c. economic potential d. long-range expectations	V___/W___	
I	13. Discuss the following services or program for adult TMR individuals: a. sheltered workshops b. group living homes c. vocational rehabilitation	V___/W___	

GENERAL COMPETENCY : Specific Learning Disabilities (SLD)

(No. EC 150-6)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. List the four (4) statements that form the common core of all the definitions of SLD.	V___/W___	Class lecture Field trip: LD classroom in public school or private facility.
I	2. State the first sentence of the USOE (1968-1969) LD definition.	V___/W___	
I	3. List the academic areas in which LD may appear as stated in the USOE definition.	V___/W___	Film: Thursday's Children Early Recognition of Children with learning disabilities
I	4. List three (3) synonymous terms for LD.	V___/W___	
I	5. List the handicapping conditions which may exclude a child from an LD program if they are the primary source of the learning disability.	V___/W___	Kirk: 1-5 pp. 41-45 6-17 pp. 46-62 18 pp. 62-66 19-20 pp. 66-68
I	6. List the four (4) major approaches to the concept of learning disabilities.	V___/W___	
II	7. Discuss the historical development of the term "dyslexia".	V___/W___	Additional readings: Can't read, can't write, can't talk too good either Louise Clark (Penguin Books) Where's Hannah? Beverly Jonest Jane Hart (Hart Publishing Co.)
I	8. Discuss the behavioral characteristics as stated by Strauss	V___/W___	
I	9. Discuss the four (4) points to be considered when developing a non-stimulating teaching enviroment	V___/W___	
I	10 Discuss Kephart's grouping of motor patterns	V___/W___	
I	11 Discuss the five (5) areas of the Frostig test as they relate to visual perception.	V___/W___	

GENERAL COMPETENCY : Specific Learning Disabilities (SLD) cont.

(No. EC 150-6)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	12. List the types of learning disorders posted by Johnson and Myklebust.	V___/W___	
I	13. Discuss the abilities test by the ITPA	V___/W___	See Previous Page
I	14. Discuss the feedback system of Friedus.	V___/W___	
I	15. Differentiate among the following types of reading: a) developmental b) corrective c) remedial	V___/W___	
I	16. Discuss Fernald's Kinesthetic approach to remediation (VAKT)	V___/W___	
I	17. Discuss two (2) phonics approaches to remediation.	V___/W___	
I	18. Discuss the five (5) steps involved in the diagnostic procedure used with many LD children.	V___/W___	
I	19. Describe the four (4) administrative/Educational arrangements.	V___/W___	
I	20. Within the confines of the above competency, discuss the concept of mild, moderate and severe learning disabilites.	V___/W___	

GENERAL COMPETENCY : Hearing Impairments: Deaf & Hard of Hearing (HOH)

(No. EC 150-7)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Define and distinguish between the deaf and hard of hearing	V___/W___	Class Lecture Class Demonstration (Where Appropriate)
I.	2. State the educational difference between the deaf and HOH child	V___/W___	Kirk:
I	3. Name three important variables to consider when classifying the deaf and hard of hearing.	V___/W___	1-3. pp. 239-243 4-13. pp. 243-246 14. pp. 247-250 17-20. pp. 257-262 21-22. pp. 262-268 23. pp. 270-271 24-25. pp. 271-274 26. pp, 268-270 27. pp. 274-282 28. pp. 282-284 29. pp. 285-268
I	4. Give the prevalence of deaf and hard of hearing students in the school age population	V___/W___	
I	5. Cite the five degrees of hearing loss.	V___/W___	
I	6. Cite the effect of the hearing loss on the understanding of language and speech.	V___/W___	
I	7. Cite the educational needs for children falling into each of the five degrees of hearing loss.	V___/W___	Films:
I	8. Give six symptoms of hearing loss that are often misinterpreted.	V___/W___	15. Silent World, Muffled World Schiefelbusch, Et al.
I	9. Define the term: audiometer	V___/W___	
I	10. Define frequency as related to the process of hearing.	V___/W___	
I	11. Define intensity as related to the process of hearing.	V___/W___	Field Trips: Class for Deaf and/or HOH Dab, St. Augustine

GENER COMPETENCY : Hearing Impairments: Deaf & Hard of Hearing (HOH)

(No. EC 150-7)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
II	12. Define an audiogram and explain what kinds of information can be learned from it.	V___/W___	30. Handouts
I	13. Name and define the two basic types of hearing loss.	V___/W___	Additional Readings:
I	14. Give two (2) examples of prenatal, perinatal and post-natal factors which might cause a hearing impairment.	V___/W___	Dunn, L. Educating Exceptional Children Chapter 7
I	15. State basic problems related to speech and language development in hearing impaired children.	V___/W___	
I	16. State three informal methods used to test auditory acuity	V___/W___	
I	17. State the rationale for placement of hard of hearing children into regular classroom settings.	V___/W___	
II	18. State four areas of special instruction for hard of hearing children.	V___/W___	
I	19. Describe speech reading	V___/W___	
II	20. Cite two methods of speech reading	V___/W___	
I	21. Describe finger spelling.	V___/W___	
I	22. Name and describe the following communication approaches: a. Oral approach b. Combined approach c. Simultaneous approach	V___/W___	
I	23. Discuss the accuracy of intelligence testing and test scores for deaf children.	V___/W___	

See previous page.

GENERAL COMPETENCY : Hearing Impairments: Deaf & Hard of Hearing (HOH)

(No. EC 150-7)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	24. Describe an educational process that is possible for the severly deaf and extremely deaf.	V___/W___	See previous page.
I	25. Describe the relationship between age of onset and deafness and how this relationship influences language and speech development.	V___/W___	
I	26. Describe some difficulties which persons experience when they have received all or most of their academic training in residential schools.	V___/W___	
I	27. Give examples of differences in curriculum in the areas of: a. Speech b. Speech reading c. Reading d. Language	V___/W___	
I	28. Describe the educational lag usually experienced by a deaf student in terms of grade levels.	V___/W___	
I	29. Discuss vocational and career training for deaf and HOH persons, including when it should begin and how it should be carried out.	V___/W___	
I	30. List 10 of the 35 suggestions for teachers of hard of hearing children.	V___/W__	

GENERAL COMPETENCY : Visually Handicapped: Blind and Partially Sighted

(No. EC 150-8)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. State the meaning of 20/20 vision, 20/70 and 20/200	V___/W___	Class lecture Class Demonstration
I	2. Give the legal definition of blindness.	V___/W___	Kirk:
I	3. Give the educational definition of blindness.	V___/W___	1-5 pp. 291-294 6 pp. 294 7. pp. 295-296 8-10 pp. 296-300 11-13 pp. 300-303 14-17 pp. 304-316 18 pp. 316-317 20-21 p. 292 22 pp. 323-333 23 pp. 333-334 24-28 pp. 335-336 29 pp. 336-338 30 pp. 339-341 31 pp. 342-343 32-33 pp. 343-344
I	4. Give the legal definition of partially sighted.	V___/W___	
I	5. Give the educational definition of visually impaired.	V___/W___	
I	6. Describe previous and current trends in the use of sight-saving classes.	V___/W___	
I	7. Describe six (6) indicators of visual difficulty among pre-school children and state appropriate teacher action if a student evidences these indicators.	V___/W___	
I	8. Define the following: a. Hyperopia b. Myopia c. Astigmatism d. Strabismus	V___/W___	Handouts: 34-39 a) American Foundations For The Blind Inc. b) Handout For Teachers Of The Visually Handicapped c) Handout From Library Of Congress
I	9. Discuss Albinism.	V___/W___	
I	10. Discuss Cataracts.	V___/W___	
I	11. Describe retrolental fibroplasia	V___/W___	
I	12. State why retrolental fibroplasia is declining.	V___/W___	

GENERAL COMPETENCY : Visually Handicapped: Blind and Partially Sighted cont.

(No. EC 150-8)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	13. Discuss Rubella as it affects visions.	V___/W___	Films:
I	14. Summarize the growth patterns of visually handicapped children vs. normally sighted children.	V___/W___	1) Co-Twin Study: A Day in the Life of a Child and Her Sighted Identical Twin.
I	15. Discuss the aspects of social adjustment and acceptance as they relate to the visually handicapped	V___/W___	2) Realities of Blindness
I	16. Discuss problems of speech and language development that may be encountered with the visually handicapped.	V___/W___	Field Trips:
I	17. Discuss music, sensory perception and listening as they affect the visually handicapped	V___/W___	1) Florida School for the Deaf and Blind (St. Augustine)
I	18. List five (5) multihandicapping conditions in which vision impairment is a consideration.	V___/W___	2) Participation in Snellen Testing at one or more schools.
I	19. Be able to order equipment and materials from Division of Blind Services.	DC___	3) Classes for the Visually Impaired, Sunland Training Center.
I	20. Discuss the Snellen chart and its uses.	V___/W___	
I	21. Be able to assist teacher or field worker in giving Snellen test to exceptional children.	DC___/DP___	
I	22. Describe three major changes that have taken place in the education practices and programs for the visually handicapped.	V___/W___	
I	23. Name four types of services (or patterns) offered in schools for the visually handicapped.	V___/W___	

GENERAL COMPETENCY : Visually Handicapped : Blind and Partially Sighted cont.

(No. EC 150-8)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	24. State the five principals for teaching the blind..	V___/W___	See Previous Page
I	25. Describe the system of Braille.	V___/W___	
I	26. Describe the problems related to the use of braille text-books and references	V___/W___	
I	27. Describe a slate and stylus and how they are used.	V___/W___	
I	28. Outline the process and timeline of learning the use of a braille typewriter or braillewriter machine.	V___/W___	
I	29. Name two ways a blind individual can communicate in written form.	V___/W___	
I	30. Differentiate between orientation training and mobility training.	V___/W___	
I	31. Name five specialized materials and/or equipment that may be used with visually handicapped students.	V___/W___	
I	32. Name three technological aids for the blind	V___/W___	
II	33. Know why Helen Keller was noted figure in the area of Special Education.	V___/W___	
II	34. Describe what national provisions have been made for the deaf-blind?	V___/W___	
I	35. Describe what kinds of materials are available and how to obtain materials for blind persons from the American Foundations for the Blind and the Library of Congress.	V___/W___	

GENERAL COMPETENCY : Visually Handicapped: Blind and Partially Sighted cont.

(No. EC 150-8)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	36. Demonstrate how to walk with a blind person.	DC___	See Previous Page
I	37. Describe how to act toward a dog leading the blind.	V___/W___	
I	38. Describe how to talk to a blind person.	V___/W___	
I	39. Demonstrate how to seat a blind person.	DC___	
I	40. Describe architectural considerations for the blind.	V___/W___	
I	41. Discuss the difference between a disability and a handicap.	V___/W___	
I	42. Compare and contrast the academic achievement of blind students to students with other sensory difficulties.	V___/W___	

GENERAL COMPETENCY: Children With Behavioral Disorders

(No. EC 150-9)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Define behavior disorder.	V___/W___	Class lecture
II	2. Compare and contrast two definitions of behavior disorders	V___/W___	Readings: 1. Kirk - p. 389
I	3. List and describe five characteristics of behavior deviations	V___/W___	2. Kirk - p. 389 & Bullock, et al. p. 254
I	4. State the most accepted estimate of the percentage of children with emotional problems.	V___/W___	3. Bullock et al p. 246 & 247 4. Bullock, et al. p. 155 5. Kirk - p. 412-415
I	5. Name three educational provisions for teaching children with emotional problems.	V___/W___	6. Same as #3 7. Kirk - p. 389 8. Kirk - p. 402-412
II	6. Describe any two of the above provisions and state which would be most effective.	V___/W___	9. Kirk - p. 402-412 Films: 10. "The Reality Therapy Approach"
I	7. List at least six terms that are used to describe children with behavioral problems.	V___/W___	11. "School Without Failure"
I	8. Describe three educational strategies used for working with learners who have behavior disorders.	V___/W___	Field trips: Children's Mental Health Unit, Shands Teaching Hospital, Lancaster Youth Development Center.
II	9. Describe one strategy in depth and state why the strategy was selected.	V___/W___	
I	10. List the seven steps of the reality therapy approach.	V___/W___	Interview: 12. Area coordinator or Director, Socially Maladjusted Program; or teacher of Socially Maladjusted
I	11. Describe the five components of discipline as illustrated in a "school without failure"	V___/W___	
II	12. Construct a case study using the referral and placement procedures for a child with a behavior disorder.	V___/W___	

GENERAL COMPETENCY: Children With Behavioral Disorders (cont.)

(No. EC 150-9)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	13. Discuss the role of the paraprofessional in the following situations related to behaviorally disordered children: a) Paraprofessional - Student relations b) Teacher - Student relations c) Paraprofessional - Teacher relations	V___/W___	See Previous Page

GENERAL COMPETENCY : Crippled And Other Health Impairments (COHI)

(No. EC 150-10)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Differentiate among educational adaptations appropriate for physically impaired children according to mild, moderate and severe levels of involvement	V___/W___	Class lecture Field Trip: Jacksonville Public Schools or St. Petersburg Public Schools
I	2. Define neurological disabilities.	V___/W___	
I	3. Give examples of three (3) major neurological disabilities	V___/W___	Kirk:
I	4. State the six (6) handicapping conditions which may be present in cerebral palsied children according to the AACP definition.	V___/W___	1. pp. 349-351 2-3. pp. 351-352 4-7. pp. 352-364 8-11. pp. 364-366 12-15. p. 366 16-24. pp. 367-370 25-30. pp. 370-372 31-32. pp. 372-377 33-34. pp. 377-384
I	5. State two (2) examples each of prenatal, perinatal and post-natal causes of cerebral palsy.	V___/W___	
II	6. State the classification of cerebral palsy according to the forms of neuromuscular involvement.	V___/W___	
I	7. Describe the range of intelligence found in the cerebral palsy population. (ie. the relationship of MR to CP)	V___/W___	
I	8. State the four major types of epilepsy.	V___/W___	Class Handouts
II	9. Describe the distinguishing characteristics of each of the major types of epilepsy.	V___/W___	4-7. What is Cerebral Palsy? United C.P. Assoc. Inc.
I	10. Describe the procedure to be followed in a classroom if a child experiences a grand mal seizure	V___/W___	8-11. Teacher Tips Epilepsy found of America.

GENERAL COMPETENCY : Crippled And Other Health Impairments (COHI)

(No. EC 150 -10)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	11. Describe the procedure to be followed n a classroom if a child experiences a petit mal seizure	V___/W___	8-11. Children with Epilepsy: The Teachers Role ibid
I	12. Describe spina bifida.	V___/W___	8-11. Don't be afraid of the Child with Epilepsy ibid
I	13. Discuss problems that a teacher may encounter with a spina bifida child.		12-15. Birth Defects- Spina Bifida NINDB
I.	14. Discuss the relationship between hydrocephalus and mental retardation in Spina Bifida children	V___/W___	31-32. The Basic Human Needs
I	15. Discuss the problems of encountered in bracing children with spina bifida	V___/W___	
I	16. Define orthopedically handicapped.		
I	17. State three examples of congenital orthopedic handicaps.	V___/W___	
I	18. Describe poliomyelitis in an historical perspective.	V___/W___	
I	19. Describe hemophilia	V___/W___	
I	20. Discuss the care program implications for a hemiophiliac child.	V___/W___	
I	21. Describe juvenile arthritis	V___/W___	
I	22. Describe the prognosis for a child with juvenile arthritis	V___/W___	
I	23. Define muscular dystrophy and differentiate among the three (3) types	V___/W___	

GENERAL COMPETENCY : Crippled And Other Health Impairments (COHI)

(No.EC 150-10)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	24. Discuss the educational services required for a child with muscular dystrophy.	V___/W___	See Previous Page
I	25. Describe rheumatic fever.	V___/W___	
I	26. Describe diabetes.	V___/W___	
I	27. Describe nephrosis.	V___/W___	
I	28. Discuss three (3) implications of respiratory disroders.	V___/W___	
I	29. Differentiate among cystic fibrosis, asthma and tuberculosis.	V___/W___	
I	30. Discuss educational condiserations necessary for children with respiratory disorders.	V___/W___	
I	31. Describe the physically handicapped child in terms of motivation, frustration and compensation.	V___/W___	
I	32. Discuss human needs and how the satisfaction of these needs may be obstructed by a physical or neurological handicap.	V___/W___	
I	33. Describe the educational provisions necessary for the physically handicapped as they differ from those necessary for other groups of exceptional children. a. Special adaptations b. Medical supervision c. Individualized instruction d. Educational facilities	V___/W___	
I	34. Discuss the educational goals for the physically handicapped at the pre-school, elementary and secondary levels.	V___/W___	

Student _____ Term _____

Instructor _____ Points Earned _____/ Possible Points _____

EC 150 - 1

1. V___/W___
2. V___/W___
3. V___/W___
(II) 4. V___/W___
5. V___/W___
6. V___/W___
7. V___/W___
(II) 8. V___/W___
9. V___/W___
10. V___/W___
11. V___/W___
12. V___/W___
(II) 13. V___/W___

EC 150 - 2

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
6. V___/W___
7. V___/W___
8. V___/W___
9. V___/W___
10. V___/W___
11. V___/W___
12. V___/W___
(II)13. V___/W___
14. V___/W___
(II)15. V___/W___
16. V___/W___
17. V___/W___
18. V___/W___
19. V___/W___
20. V___/W___
21. V___/W___
(II)22. V___/W___
23. V___/W___
24. V___/W___
25. V___/W___
26. V___/W___
27. DC___/DP___
28. V___/W___
(II)29. DC___/DP___

EC 150 - 3

(II)1. V___/W___
(II)2. V___/W___
(II)3. V___/W___
(II)4. V___/W___
(II)5. DC___
(II)6. V___/W___

EC 150 -4

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
(II)5. V___/W___
6. V___/W___
7. V___/W___
(II)8. V___/W___
9. V___/W___
10. V___/W___
(II)11. V___/W___
(II)12. V___/W___
13. V___/W___
14. V___/W___
15. V___/W___
16. V___/W___
(II)17. V___/W___

Student _____ Term _____

Instructor _____ Points Earned _____ / Possible Points _____

EC 150 - 5

1. V___/W___
2. V___/W___
(II) 3. V___/W___
4. V___/W___
5. V___/W___
6. V___/W___
(II) 7. V___/W___
8. V___/W___
9. V___/W___
10. V___/W___
11. V___/W___
(II) 12. V___/W___
13. V___/W___

EC 150 - 6

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
6. V___/W___
(II) 7. V___/W___
8. V___/W___
9. V___/W___
10. V___/W___
11. V___/W___
12. V___/W___
13. V___/W___
14. V___/W___
15. V___/W___
16. V___/W___
17. V___/W___
18. V___/W___
19. V___/W___
20. V___/W___

EC 150 -7

1. V___/W___
2. V___/W___
3. V___/W___
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(II) 12. V___/W___
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16. V___/W___
17. V___/W___
(II) 18. V___/W___
19. V___/W___
(II) 20. V___/W___
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30. V___/W___

EC 150 -8

1. V___/W___
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15. V___/W___
16. V___/W___
17. V___/W___
18. V___/W___
19. DC___
20. V___/W___
21. DC___/DP___
22. V___/W___
23. V___/W___
24. V___/W___
25. V___/W___
26. V___/W___
27. V___/W___
28. V___/W___

Student _____ Term _____

Instructor _____ Points Earned _____/ Possible Points _____

29. V___/W___
30. V___/W___
31. V___/W___
32. V___/W___
(II) 33. V___/W___
(II) 34. V___/W___
35. V___/W___
36. DC___
37. V___/W___
38. V___/W___
39. DC___
40. V___/W___
41. V___/W___
42. V___/W___

EC 150 - 9

1. V___/W___
(II) 2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
(II) 6. V___/W___
7. V___/W___
8. V___/W___
(II) 9. V___/W___
10. V___/W___
11. V___/W___
(II) 12. V___/W___
13. V___/W___

EC 150 - 10

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
(II)6. V___/W___
7. V___/W___
8. V___/W___
(II)9. V___/W___
10. V___/W___
11. V___/W___
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27. V___/W___
28. V___/W___
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30. V___/W___
31. V___/W___
32. V___/W___
33. V___/W___
34. V___/W___

EC 151: Techniques for Facilitating the Development of the Handicapped

1. The Rationale for Precise Behavior Management:
    a) Abnormal behavior terms and definitions
    b) People responsible for managing behavior
2. Approaches to Explaining Behavior
3. Basic Principles of Operant Behavior
4. Principles of Pinpointing and Recording Behavior

5a) Methods for applying behavioral principles

5b) Advanced measurement using the standard behavior chart

6. Self-concept Development
7. Indirect Assessment

GENERAL COMPETENCY

(No. EC151-1 A)

THE RATIONALE FOR PRECISE BEHAVIOR MANAGEMENT:

Abnormal Behavior Terms and Definitions

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Give the definition of behavior as it is used in psychology.	V____/ W____	
I	2. Give three interpretations for the concept of "normalcy".	V____/ W____	Class Lectures Neisworth & Smith
I	3. Give three measures used for determining whether a certain behavior is normal.	V____/ W____	1. p. 4 2. pp 4-6 3., 4. pp. 6-14
I	4. Give an example of a behavior which is "normal" in one setting and "abnormal" in another.	V____/ W____	
I	5. State three behaviors a teacher might desire to increase and three behaviors a teacher might desire to decrease.	V____/ W____	

GENERAL COMPETENCY

(No. EC 151-1B)

THE RATIONALE FOR PRECISE BEHAVIOR MANAGEMENT:

People responsible for managing behavior

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. State three groups of people who care to manage childrens' behavior.	V___/ W___	Class Lecture Neisworth & Smith:
I	2. State why aides are considered one of the most influential groups involved with childrens' behavior.	V___/ W___	1-2. pp 20-30
I	3. State the value of using systematic guidelines to manage childrens' behavior.	V___/ W___	3. p 30

GENERAL COMPETENCY

(No. EC151-2)

Approaches to Explaining Behavior

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. From the four approaches used to explain behavior, select that approach directly applicable to managing behavior.	V___/ W___	
II	2. State the main criterion for a science of behavior (Behaviorism)	V___/ W___	Class Lecture Neisworth & Smith
I	3. Given an example of a childs behavior, attempt to explain what might influence this behavior. Use an actual external approach.	V___/ W___	1-3. pp 35-41 3. p.33

GENERAL COMPETENCY

(No. EC151-3)

Basic Principles of Operant Behavior

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. State the effects consequences can have on behavior.	V___/ W___	Class Lectures Neisworth & Smith
I	2. Define positive reinforcement.	V___/ W___	1. pp 45-47
I	3. Give two examples of the use of positive reinforcement.	V___/ W___	2. pp 47-49; 87-88 3. pp 49-50
I	4. State the primary criteria for any type of reinforcement.	V___/ W___	4. p. 50 5. p. 50 6. pp 50-51
I	5. Define negative reinforcement.	V___/ W___	7. p. 52 9. p. 53
I	6. Give two examples of the use of negative reinforcement.	V___/ W___	10. pp 53-54 11. p. 53
I	7. Define punishment.	V___/ W___	12. pp 54; 94 13. pp 54-55
II	8. Compare and contrast negative reinforcement and punishment.	V___/ W___	14. pp 54-56 15. pp 56-64 16. p. 59
I	9. Give two examples of punishment.	V___/ W___	18. pp 67;91 19. p. 66
I	10. State three possible adverse effects of punishment.	V___/ W___	20. pp 67-68 21. p. 68
I	11. State the conditions necessary for punishment to be effective.	V___/ W___	22. p. 69 23. pp 69-70 24. pp 70-71
I	12. Define extinction.	V___/ W___	25. p. 71 26-27. p. 72
I	13. Give an example of the use of extinction.	V___/ W___	

GENERAL COMPETENCY

(No. EC151-3) Basic Principles of Operant Behavior

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	14. State two problems associated with the use of extinction.	V___/ W___	References for reading:
I	15. State the four schedules of reinforcement and give an example of each.	V___/ W___	Beginning with the Handicapped, Hart Teaching: A Course in Applied Psychology, Becker, Engelman, Thomas, SRA
II	16. State necessary precautions when moving from continuous reinforcement to intermittent reinforcement.	V___/ W___	Introduction to Analysis of Behavior, Whaley & Malott
I	17. State the schedule of reinforcement which generates the most durable behavior.	V___/ W___	Behavior Modification Procedures for School Personnel, Sulzer & Mayer, Dryden Press
I	18. Define discriminative stimulus or cue.	V___/ W___	Operant Conditioning for the Classroom Teacher, Ackerman
I	19. Give an example of the use of discriminative stimuli in the training of retarded children.	V___/ W___	Children with Learning and Behavior Problems, Gardner, W.
I	20. Define generalization.	V___/ W___	
I	21. Give two examples of generalization found in daily life.	V___/ W___	
I	22. Define a behavior chain.	V___/ W___	
I	23. Give an example of a behavior chain.	V___/ W___	
I	24. Define reverse chaining.	V___/ W___	
I	25. Explain how subsequent events can reinforce behavior through happenstance.	V___/ W___	

GENERAL COMPETENCY

(No. EC151-3)

Basic Principles of Operant Behavior

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	26. Define generalized reinforcer.	V___/ W___	
I	27. Give an example of a generalized reinforcer.	V___/ W___	

GENERAL COMPETENCY

(No. EC151-4)

Principles of Pinpointing and Recording Behavior

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. State the first step for modifying behavior.	V___/ W___	Class Lecture Martin, Koorland & Pennypacker
I.	2. Give the definition of a movement including the important properties.	V___/ W___	1. pp. 9-10 2. p. 9
I	3. Describe the advantages of defining the child's behavior as opposed to labeling the child.	V___/ W___	4. p. 10 5. p. 80 6.,7. p. 17
I	4. State the types of words used in stating a movement cycle.	V___/ W___	8. pp 5-12 9.,10. pp 26-46
I	5. Give three examples of target behaviors or target movements.	V___/ W___	Neisworth & Smith
I	6. Give the two pieces of information needed to compute frequency.	V___/ W___	1. pp 79-80 3. pp 78-79 5. p. 80 6. pp 81-85
I	7. Compute the frequency of a behavior given the number of movements counted and the number of minutes observed.	V___/ W___	7. p. 83
I	8. Completely fill out the information lines of the standard behavior chart.	W___	
I	9. Use the standard behavior chart or other graph paper to record a self behavior.	W___	
I	10. Use the standard behavior chart or other graph paper to record a behavior of a person other than yourself.	W___	

GENERAL COMPETENCY

(No. EC151-5A) Methods for Applying Behavioral Principles

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Define task analysis.	V___/ W___	Class Lecture Neisworth & Smith
I	2. Define Shaping.	V___/ W___	1-2. pp 85-86 7-8. pp 88-89 9-10. pp 90-91 11-12. p. 91 13. pp 92-93 15. pp 92-94 16. p.95 17. p. 130 18. p. 95 19. pp 105-106 20. pp 106-107 21. pp 105-117 22. pp 171-213
I	3. Perform a task analysis when given a target behavior.	V___/ W___	
I	4. Make a chart listing the steps in a task analysis (task achievement chart).	W___	
I	5. Describe manual guidance.	V___/ W___	
I	6. Describe graduated guidance.		
I	7. Describe a behavioral contract.	V___/ W___	
I	8. Give an example of the use of a behavioral contract.		
I	9. Describe low-high preference sequencing.	V___/ W___	Hart, Verna, Beginning with the Handicapped 4. pp. 8-11 5. pp. 7-8
I	10. Give an example of how low-high preference sequencing could be used in a classroom.	V___/ W___	
I	11. State how a cue may be used to prompt behavior.	V___/ W___	
I	12. Describe the tactic of positive earshotting; eyeshotting.	V___/ W___	
I	13. Describe modeling.	V___/ W___	
II	14. Describe how modeling is related to reinforcement of incompatible behaviors.	V___/ W___	

GENERAL COMPETENCY

(No. EC151-5A)

Methods for Applying Behavioral Principles

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	15. Give an example of how the tactic of modeling could be used by a teacher aide in a special class.	V___/ W___	
I	16. Define time out.	V___/ W___	Additional Reading:
I	17. Demonstrate the procedure for placing a child in time out.	V___/ W___ DC___	Contingency Contracting in the Classroom, Lloyd Homme
I	18. Explain differential reinforcement of other behavior.	V___/ W___	Changing Childrens Behavior, Krumboltz & Krumboltz
I	19. Define token economy.	V___/ W___	
I	20. Explain why tokens (generalized reinforcers) may be effective.	V___/ W___	
II	21. Develop a hypothetical token economy for a special class. Include: a. Description of tokens b. What behaviors earn tokens c. How to dispense tokens d. Back-up reinforcers e. How and When to exchange tokens	W___	
I	22. How can systematic use of consequences (contingency management) be applied to the following academic areas. a. Reading b. Arithmetic c. Writing d. Perceptual-motor skills e. How and when to exchange tokens	V___/ W___	

GENERAL COMPETENCY

(No. EC151-5B)

Advanced Measurement Using the Standard Behavior Chart

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
II	1. State the purpose of a frequency finder for use with the standard behavior chart.	V___/ W___	Class Lecture Martin, Koorland & Pennypacker 1. p. 47 2. pp 47-52 3. pp 57-59 4. p. 65 5. pp 65-66 6. pp 66-69 7. pp 71-73 Additional Readings: Operant Conditioning Principles for the Classroom Teacher J. Mark Ackerman, Scott Foresman, Chap. 6
II	2. Make a frequency finder and demonstrate its use on a standard behavior chart.	DC___	
II	3. Explain the use of phase lines on the standard behavior chart.	V___/ W___	
II	4. Define "celeration" lines.	V___/ W___	
II	5. Place celeration lines on standard behavior charts.	W___	
II	6. State numerical values of celeration lines placed on standard behavior charts.	V___/ W___	
II	7. Demonstrate how to find accuracy measures on the standard behavior chart using a frequency finder.	DC___	
II	8. Make appropriate descriptive and interpretive statements to summarize the results of two behaviors recorded on the standard behavior chart.	V___/ W___	
II	9. Discuss the advantages of using the standard behavior chart.	V___/ W___	

GENERAL COMPETENCY

(No. EC151-6) Self-Concept Development

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Describe how the self concept can be enhanced by improvement of academic, motor and social skills.	V___/ W___	Class Lecture
I	2. List five ways to improve self concept and relate each to a classroom academic activity.	V___/ W___	
I	3. State two ways peers may enhance an individual's self concept.	V___/ W___	

GENERAL COMPETENCY

(No. EC151-7)

Indirect Assessment

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. List four I.Q. tests used to assess intelligence.	V___/ W___	Class Lecture
I	2. Administer the Peabody Picture Vocabulary Test to a child.	DP___	
II	3. On a normal curve of intelligence test scores show the area, or state in terms of standard deviations, where the scores of mentally retarded persons would most likely appear.	V___/ W___	
II	4. State at least three factors commonly considered in the assessment of intelligence.	V___/ W___	Reserve library materials
II	5. Discuss the effects of heredity and environment on intelligence.	V___/ W___	
I	6. List five physical factors which could have an influence on psychological testing.	V___/ W___	
I	7. List five psychosocial factors which could have an influence on psychological testing.	V___/ W___	
II	8. Using class members' height or information provided by the instructor, create a "normal" curve.	V___/ W___	

Student _____ Term _____

Instructor _____ Points Earned _____/ Possible Points _____

EC 151 - 1A

1. V___/W___
2. V___/ W___
3. V___/ W___
4. V___/ W___
5. V___/ W___

EC 151 - 1B

1. V___/W___
2. V___/W___
3. V___/W___

EC 151 - 2

1. V___/W___
(II)2. V___/W___
3. V___/W___

EC 151 - 3

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
6. V___/W___
7. V___/W___
8. V___/W___
9. V___/W___
10. V___/W___
11. V___/W___
12. V___/W___
13. V___/W___
14. V___/W___
15. V___/W___
(II)16. V___/W___
17. V___/W___
18. V___/W___
19. V___/W___
20. V___/W___
21. V___/W___
22. V___/W___
23. V___/W___
24. V___/W___
25. V___/W___
26. V___/W___
27. V___/W___

Stude_____ Term_____

Instructor_____ Points Earned_____/ Possible Points_____

EC 151 - 4

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
6. V___/W___
7. V___ W___
8. W___
9. W___
10. W___

EC 151 - 5A

1. V___/W___
2. V___/W___
3. V___/W___
4. W___
5. V___/W___
6. V___/W___
7. V___/W___
8. V___/W___
9. V___/W___
10. V___/W___
11. V___/W___
12. V___/W___
13. V___/W___
(II)14. V___/W___
15. V___/W___
16. V___/W___
17. V___/W___
DC___
18. V___/W___
19. V___/W___
20. V___/W___
(II)21. W___
22. V___/W___

EC 151 - 5B

1. V___/W___
2. DC___
3. V___/W___
4. V___/W___
5. W___
6. V___/W___
7. DC___
8. V___/W___
9. V___/W___

EC 151 - 6

1. V___/W___
2. V___/W___
3. V___/W___

Student _____ Term _____

Instructor _____ Points Earned _____/ Possible Points _____

EC 151 - 7

1. V___/W___
2. DP___

(II)3. V___/W___

(II)4. V___/W___

(II)5. V___/W___

6. V___/W___

7. V___/W___

(II)8. V___/W___

EC 220: Seminar in Special Education

1. Ethics of Paraprofessionals
2. Audio-visual: Area I
3. First-aid in the Classroom
4. Work Area Skills

GENERAL COMPETENCY: Ethics of Paraprofessionals
When in a practicum setting, the student will demonstrate the (No. EC 220 - 1) following behavioral objectives.

* Since the field of special education may deal with information of a sensitive nature and demands consistent positive interpersonal relationships among professional, paraprofessionals, and students, assessment of ethical behavior shall be ongoing throughout the classwork, and field trips as well as in other aspects of the training program

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
	1. Be able to state rules and procedures applicable to paraprofessionals within the school setting.	V___/ W___	All behavioral objectives will be developed through seminar and practicum participations.
	2. The student will be on time for all practicum assignments.	DP___	The following activities may be employed to develop the appropriate competencies:
	3. The student will call by the beginning of the school day if he will be late or absent.	DP___	Read Manual: Teacher aides in the Public Schools
	4. The student will follow the designated work schedule.	DP___	Read and discuss handouts: Hypothetical encounters
	5. The student will be attired appropriately.	DP___	See and Discuss: video-tape of classroom activities
	6. The student will know the school facility.	DP___/ V___	Role Play: simulated situations
	7. The student will know the line of authority.	V___/ W___	Read and Discuss: individual school procedures manual
	8. Maintain the paraprofessional role with teacher, faculty, staff, children and parents.	DP___	Read and Discuss: sample cumulative folder (re: Beh. obj. #22)
	Due to the nature of "Ethics", goals have been stated in terms of behavioral objectives to be qualitatively evaluated by the CASE supervisor and/or the directing teacher in a practicum situation per the checklist outlined under assessment procedures (Appendix A)	A "Checklist of Paraprofessional Ethical Behavior" for use by the directing teacher may be found in Appendix A: EC 220-1	participate seminar discussion practicum participation

GENERAL COMPETENCY : Ethics Of Paraprofessionals

(No. EC220 - 1)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
	9. **The student will maintain a professional role in critical situation.**	DP___	See previous page
	10. The student will demonstrate concern for the program	DP___	
	11. The student will show initiative.	DP___	
	12. The student will cooperate in all situations.	DP___	
	13. Demonstrate proper conduct in conversations.	DP___	
	14. Demonstrate proper conduct in actions in school.	DP___	
	15. Demonstrate courtesy toward sudents faculty and staff.	DP___	
	16. Perform assigned duties as required by teacher.	DP___	
	17. Provide an appropriate "model" for children to follow.	DP___	
	18. Avoid discussion or actions resulting from personal problems when in the school and classroom.	DP___	
	19. Avoid overly emphasizing personal opinions.	DP___	
	20. Demonstrate fairness and objectivity in situations between: a) Teacher and Paraprofessional b) Teacher and Student c) Paraprofessional and Student d) Student and Student	DP___	

GENERAL COMPETENCY: Ethics Of Paraprofessionals

(No. EC220 - 1)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
	21. The student will discuss the professional situation openly with practicum supervisor and/or directing teacher.	DC___ DP___	See previous page
	22. Demonstrates professional behavior with confidential information.	DP___	

GENERAL COMPETENCY : A-V Area - I

(No. EC220 - 2)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Demonstrate an ability to operate audio-visual equipment including: a) Tape recorder (reel-to-reel and cassette) b) Overhead projector c) Opaque projector d) Language master e) Dry mount f) Spirit duplicator g) Thermofax	DC___/DP___	1. See Appendix B1
I	2. Demonstrate the ability to produce materials for the classroom including: a) Transparencies b) Bulletin boards c) Ditto masters d) Mounting flat pictures	DC___/DP___	2. See Appendices B2 and B3 (preparation and evaluation of materials)

GENERAL COMPETENCY : First Aid In The Classroom

(No. EC220 - 3)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. List six steps delineating the proper procedure for administering first aid to a child who has swallowed an object which is blocking air passages.	V___/W___	Class Lecture Class Demonstration
I	2. List six foods which should not be given to very young children.	V___/W___	1. First Aid Handout: Santa Fe Community College, Student Health Service
I	3. State the reason all injuries or blows to the head should be considered potentially dangerous.	V___/W___	2. Standard First Aid and Person Safety, The American National Red Cross, Chapter 6
I	4. List seven steps for administering first aid to a student with a head injury.	V___/W___	3. First Aid Handout
I	5. State the general method for stopping bleeding from an open wound.	V___/W___	4. Complete pages 3-3-3-32; Basi First Aid, Book 3 Role-play accident on the playground.
I	6. Demonstrate the application of pressure to inhibit bleeding in an upper and lower extremity.	DC___	5. Standard First Aid and Person Safety, p. 48-52 First Aid Handout, Basic Firs Aid, Book I, p. 1-49--144.
I	7. State the dangers involved in applying tourniquets.	V___/W___	
I	8. List the seven signs or symptoms which may precede or accompany fainting.	V___/W___	6. The American National Red Cro poster series Standard First Aid and Personal Safety, Chapter 2.
I	9. Outline procedure for administering first aid to a child who is about to faint and list procedures for caring for a child who has fainted.	V___/W___	
I	10. Define sprains and give the locations in the body most often affected.	V___/W___	8. First Aid and Personal Safety p. 173-174
			9,10. First Aid Handout

GENERAL COMPETENCY : First Aid In The Classroom

(No. EC220 - 3)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	11. List three symptoms of sprains	V___/W___	11. Standard First Aid and Perso Safety, p. 216-218
I	12. Describe appropriate first aid treatment for sprains.	V___/W___	
I	13. Demonstrate appropriate first aid treatment for nosebleed.	DC___	13. First Aid Handout; Role Play
I	14. Demonstrate appropriate procedure for removing a foreign object in the eye.	DC___	14. First Aid Handout
I	15. Demonstrate appropriate procedure for removing a splinter.	DC___	15. Demonstration by Staff Nurse 16. " 17. "
I	16. Demonstrate appropriate procedure for clearing an abrasion.	DC___	19. "
I	17. Demonstrate procedure for cleaning a lasceration.	DC___	
I	18. Differentiate between 1st, 2nd, and 3rd degree burns.	V___/W___	18. First Aid Handout
I	19. Demonstrate appropriate treatment for specific degrees of burns prior to professional medical treatment.	DC___	

GENERAL COMPETENCY : Work Area Skills

(No EC220 - 4)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Store and retrieve any materials assigned for paraprofessionals usage.	DP___	Class Discussion Practicum Placement
I	2. Lay out any materials on a desk or table in the order in which they will be used.	DP___	
I	3. Set up a work table and chairs in anticipation of a group of five learners in an assigned area.	DP___	
I	4. Recognize which location in a classroom is likely to be optimal for small group instruction. List three factors which would influence the location.	DP___ V___/W___	
I	5. Guide and manage 3 - 5 children in taking fixtures and materials to a work area other than the classroom (ie. hall, outdoors).	DP___	
I	6. Provide individual students with appropriate materials	DP___	
I	7. Locate and utilize sources for alternative materials.	DP___	
I	8. Demonstrate the ability to search out needed classroom materials and the proper procedures for obtaining these materials including: a) Films b) Filmstrips c) Slides d) Tapes e) A-V equipment	DC__ /DP___	8. See Appendix C.

GENERAL COMPETENCY : Work Area Skills

(No. EC220 - 4)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	9. Demonstrate the ability to use the following in a classroom setting: a) FLRS b) FERIC	DC___/DP___	9. Order specified items from proper source in practicum site and/or simulated classroom setting. (See Appendix C.)

Student _____ Term _____

Instructor _____ Points Earned _____ / Possible Points _____

EC 220 - 1

1. V___/W___
2. DP___
3. DP___
4. DP___
5. DP___
6. DP___/V___
7. V___/W___
8. DP___
9. DP___
10. DP___
11. DP___
12. DP___
13. DP___
14. DP___
15. DP___
16. DP___
17. DP___
18. DP___
19. DP___
20. DP___
21. DC___
    DP___
22. DP___

EC 220 - 2

1. DC___/DP___
2. DC___/DP___

EC 220 - 3

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
6. DC___
7. V___/W___
8. V___/W___
9. V___/W___
10. V___/W___
11. V___/W___
12. V___/W___
13. DC___
14. DC___
15. DC___
16. DC___
17. DC___
18. V___/W___
19. DC___

EC 220 - 4

1. DP___
2. DP___
3. DP___
4. DP___
   V___/W___
5. DP___
6. DP___
7. DP___
8. DC___/DP___
9. DC___/DP___

EC 152

1. Psychological Processes of Learning
2. General Diagnostic Evaluation and Remediation
3. Language Development
4. Reading Instruction
5. Handwriting Skills
6. Math: a) Assessment
   b) Utilization of Materials
7. P.E.
8. Art
9. Science
10. Music
11. Instructional Units
12. Self-Correcting Learning Activities
13. Structured Free Play

GENERAL COMPETENCY : Psychological Processes of Learning

(No. EC 152-1)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Describe the input-association-output process for each of the following perceptual areas: a) Visual b) Auditory c) Tactile	V___/W___	Class lecture Class demonstration 3-5. Frostig: a) test b) developmental materials c) examiner's manual d) move-grow-learn e) readiness materials (ie. Continental Press) UFSEIMC
I	2. Relate each of the following to each of the above: a) Discrimination b) Sequence c) Closure d) Memory e) Association	V___/W___	
I	3. State the age levels for which the Frostig Test of Visual Perception was designed.	V___/W___	
I	4. Demonstrate the administration of the Frostig Test of Visual Perception.	DC___	
I	5. Using appropriate materials, select three exercises used to develop skills assessed by the Frostig Test as being deficit.	V___/W___	6-8. Wepman Test of Auditory Discrimination Goldman-Fristoe Test of Auditory Discrimination
I	6. State the 3 areas of letter positioning tested by the Wepman. Test for Auditory Discrimination.	V___/W___	
I	7. Demonstrate the administration of the Wepman.	DC___	9. Fernald (1943) Gillingham-Stillman (1966)
I	8. Develop an auditory discrimination training aid.	DC___/DP___	
I	9. Develop an activity for assessing tactile perception.	DC___/DP___	

GENERAL COMPETENCY : Psychological Processes of Learning

(No. EC 152-1)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	10. Discuss the processes tested by the I.T.P.A.	V___/W___	10-11. a) I.T.P.A. manual and test b) Remediating Psycholinguistic Disabilities, Kirk, S. & Kirk W c) Educational Interpretation of the I.T.P.A. Ferinden & Jacobsen d) MWM Program. Minskoff, E., Weisman, D. & Minstioff, G.
I	11. Develop 2 activities to aid in remediating any 3 areas found deficit with the I.T.P.A.	DC___/DP___	
I	12. State the four academic areas comprising the development of language arts.	V___/W___	
I	13. Describe five language development readiness activities.	V___/W___	13. Sesame Street
I	14. Describe three theoretical orientations to language development.	V___/W___	14. Reserve Library Materials: a) Bereiter & Englemann

GENERAL COMPETENCY : General Diagnostic Evaluation and Remediation

(No. EC 152-2)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. List three standardized tests used to obtain diagnostic or achievement information.	V___/W___	Class Lecture Class Demonstration
I	2. Discuss the areas tested by each of the above tests.	V___/W___	1-2 UFSEIMC
I	3. List the areas tested by the P.I.A.T.	V___/W___	
I	4. Administer the P.I.A.T. to two children.	DP____	3-6 French, J.L. Review of Peabody Individual Achievement Test. In O.K. Buros (ed.) The Seventh Mental Measurements Yearbook. N.J.: The Gryphon Press, 1972.
I	5. Based on the profile derived from the P.I.A.T., develop two activities to aid in remediation of deficit areas using commercial or teacher-made materials.	DC___/DP___	
I	6. Using academic strengths demonstrated by the child on P.I.A.T., develop a social activity that would enhance the child's self-concept.	DC___/DP___	

GENERAL COMPETENCY: Language Development

(No. EC 152-3)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Define the following terms as they relate to language development in children: Crying Babbling Lalling First word Two word utterance Vocalization Speech	V___/W___	Class Lecture Class Demonstration Class Handout (see attached)
I	2. Place the normal stages of language development in chronological order: 0-8 years.	V___/W___	
I	3. Name and describe the functions of the organs of speech.	V___/W___	
I	4. Chronologically pair language skills and motor skills.	V___/W___	
I	5. Chronologically pair language skills and perceptual skills.	V___/W___	
I	6. Chronologically pair language skills and personal-social skills.	V___/W___	
I	7. Discuss the importance of inner and receptive language to expressive language.	V___/W___	
I	8. Describe the role of maturation in the development of language.	V___/W___	
I	9. Discuss the educational implications of ethnic speech patterns.	V___/W___	

GENERAL COMPETENCY : Language Development

(No. EC 152-3)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	10. Discuss the implications of changing ethnic speech patterns in special education and support your opinion.	V___/W___	See Previous Page
I	11. Describe the effects the following handicaps may have on speech and language development. a) Hearing impairment b) Mental retardation c) Emotional disturbance d) Visual impairment e) Cerebral palsy f) Learning disabilitys	V___/W___	
I	12. Conduct two lessons from the Peabody Language Development Kits.	DC___/DP___	
I	13. Discuss one concept from each of the above lessons in relation to its sequence in the Kit.	V___/W___	
I	14. Develop and demonstrate an activity to teach another aspect of the above mentioned concepts using non-commercial materials.	DC___/DP___	

GENERAL COMPETENCY : Reading Instruction

(No. EC 152-4)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Assist child in learning upper and/or lower case letters using one teacher-made and at least one commercially produced teaching aid.	DP___	Class Lecture Class Practicum Demonstration
I	2. Assist child in learning consonant letter sounds using three different commercially produced teaching aids.	DP___	UFSEIMC Materials Catalogues, Video-Tape
I	3. Assist child in learning to name short and long vowel sounds using visual, auditory, and kinesthetic teaching materials.	DP___	15. UFSEIMC (ie: Spache, Durrell, Gates-McGinitie, Gates-McGilop)
I	4. Assist child to blend consonants and vowels into CVC words using the phonetic and for linguistic methods.	DP___	The following examples are materials which may be used to teach the stated skills:
I	5. Assist child in learning sight words by developing an appropriate display of words learned.	DP___	ABC Lotto-Cards Go Fish, Alphabet Flash Cards Instructo Steppingstones Concentration Matching Cards Beginning Sounds, Continental Press The Consonants-Milliken First Experiences with Consonants -McGraw Hill Phonetic-Quizmo-Milton Bradley Vowels-Instructo First Experience with Vowels Mcgraw-Hill
I	6. Assist child in learning to read short sentences.	DP___	
I	7. Assist child in learning to read endings using materials from selected workbooks.	DP___	
I	8. Assist child in writing words by presenting visual, auditory, and kinesthetic teaching materials.	DP___	
I	9. Assist child in learning consonant blends and diagraphs.	DP___	
I	10. Assist child in learning regular vowel combinations using one teacher-made and one commercially produced teaching aid.	DP___	

GENERAL COMPETENCY : Handwriting Skills

(No. EC 152-5)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Demonstrate the difference between manuscript & cursive writing.	DC___	Class Lecture
I	2. State an acceptable sequence for teaching the manuscript formation of upper and lower case letters.	V ___/W___	Class Demonstration
I	3. List materials used to teach writing skills.	V___/W___	3. Appropriate writing impliments, workbooks, alternately lined paper, templates letter charts, color codes.
I	4. Demonstrate the fading procedure using 5 upper case & 5 lower case letters and numerals 0-9.	V___/W___	4. Noble & Noble
I	5. Demonstrate correct manuscript formations on: a) The chalkboard b) Experience chart paper c) Lined writing paper	DC___	5. Noble & Noble; Faner-Bloser

GENERAL COMPETENCY : Math: Assessment

(No. EC 152-6)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Administer at least one diagnostic math test.	DC___/DP___	Class Lecture
I	2. Arrange math problems (+, -, x, ÷) in sequential order and give reasons for each step in the sequence.	V___/W___	Class & Practicum Demonstration 1. Key Math Test
I	3. Implement activities for assessing language readiness for math, (up/down) (on/under) (large/small) when given materials and directions.	DC___/DP___	
I	4. Develop a math instructional aid, given the math concept to be learned.	DC___/DP___	
I	5. Develop a pencil and paper test for a given math concept.	DC___/DP___	
I	6. Develop a learning center to assess the acquisition of a given math concept.	DC___/DP___	
I	7. Develop a math instructional aid.	DC___/DP___	

GENERAL COMPETENCY : Math: Utilization of Materials

(No. EC 152-6)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	8. Assist child in learning the concept of more and less, many and few using concrete and abstract materials.	DP___	The following examples are materials which may be used to teach the stated skills: Pace Maker Arithmetic Readiness Program Part A Work Sheets. Make and utilize a number One, Two, Three Learning to Count: Hallmark Childrens Books Ordinal Placement Board: Teaching Resources Color by number, Arithmetic Instructional Activities Book 2. A. Wedemeyer Count to Ten with Cowboys and Indians--Milton Bradley Number concepts Level I Continental Press Number Readiness Posters Cuisenaire Rods Classroom Kit Mathematical Balance Individualized arithmetic instruction, Arithmetic Drill Sheets.
I	9. Assist child in naming the numbers 1-10 using appropriate materials.	DP___	
I	10. Assist child in learning to count in sequence to ten using auditory, visual, and/or kinesthetic channels.	DP___	
I	11. Assist child in learning numerical values of numbers 1-10 by at least two methods and/or materials.	DP___	
I	12. Develop an instructional aid to teach place value.	DP___	
I	13. Assist child in learning the concept of addition with sums of 10 or less using concrete materials to supplement teacher-made worksheets.	DP___	
I	14. Assist child with learning the basic addition facts using appropriate materials.	DP___	
I	15. Assist child with learning the basic subtraction facts using appropriate materials.	DP___	
I	16. Assist child with learning the concept of multiplication using appropriate materials.	DP___	
I	17. Assist child in learning multiplication facts using auditory and visual teaching aids.	DP___	

GENERAL COMPETENCY : Math Utilization of Materials

(NO. EC 152-6)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	18. Assist child in learning concept of division using concrete and abstract materials.	DP___	Sayit Addition Game Visual Tutor: Basic Addition Facts
I	19. Assist child in learning division facts using appropriate materials.	DP___	Visual Tutor: Basic Subtraction Facts Sayit Subtraction Game
I	20. Assist small groups of children in learning initial and advanced time-telling skills using games and teacher-made materials.	DP___	Use previously learned addition skills and methods. Visual Tutor Basic Multiplication Facts
I	21. Given a math concept, list 2 commercial materials that will facilitate the child's learning.	V___/W___	Finger Multiplication: Teaching Exceptional Children Sayit Multiplication Game
I	22. Develop an instructural aid to teach money concept.	DC___/DP___	Use multiplication skills and methods. Sayit Division Game Division Popper Numbers Concept Clocks Programmed Time Telling Demonstration Clock DLM Time Teacher Workbooks: Singer (Random House) Addison-Wesley

GENERAL COMPETENCY: P.E. For Exceptional Children

(No. EC 152-7)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Develop a physical education activity appropriate for use within the classroom utilizing an objective assigned by the supervising teacher.	DC___/DP___	Class lecture Class demonstration
I	2. Develop a physcial education activity appropriate for a small group of children for use in the gymnasium and on the playground utilizing one or more objectives assigned by the supervising teacher.	DC___/DP___	A Guide for Programs in Recreation and Physical Education for the Mentally Retarded Special Olympics Materials
I	3. Demonstrate creativity in planning by developing two original games--one for indoor activities and one for outdoor activities.	DC___/DP___	Guest lecturer Additional reading: Daily Sensory Motor Training Acts (Educational Acts. Inc.)
I	4. Discuss the relevance of P.E. to the social development of children.	V___/W___	
I	5. Incorporate Special Olympics readiness activities into classroom related activities.	V___/W___	
I	6. Define: a. Strength b. Power c. Agility d. Flexibility e. Endurance f. Balance g. Speed h. General Coordination	V___/W___	
I	7. Develop a physical education activity that reinforces three of the above P.E. areas.	V___/W___	

GENERAL COMPETENCY : P.E. For Exceptional Children

(No. EC 152-7)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	8. Demonstrate a method of using P.E. activities to help children in the development of left-right descrimination.	DC___	See Previous Page
I	9. Discuss P.E. activities for children who have orthopedic, visual difficulties or other health problems such as epilepsy or heart defects.	V___/W___	
I	10. Begin a collection of cards describing games appropriate for exceptional children. Bring at least 6 cards to class to share with other class members.	DC___	

GENERAL COMPETENCY : Art for Exceptional Children

(No. EC 152-3)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. List and describe five media used in art for exceptional children.	V___/W___	Class lecture Class demonstration
I	2. Plan two 30 minute art activities for an entire class, outline plans and list materials. Distribute to class members.	W___	Additional references: Creative Art Tasks for Children (Taylor, Artuso & Hewett)
I	3. Mount an art project by preparing a display for a bulletin board.	DC___/DP___	Field trip: Alachua County Board Of Public Instruction Graphic Art Center
I	4. Devise an original art activity using a non-standard or unconventional art media.	W___/DC___	
I	5. List 15 pieces of "culch" that can be used for art activities	V___/W___	
I	6. List 5 activities that can use tempera paint.	V___/W___	
I	7. Explain five activities that could be used as rainy day activities.	DC___/DP___	
I	8. Discuss the history of arts and crafts in Special Education	V___/W___	
I	9. Make the following: a) mixture for paper mache b) Play-dough	DC___	

GENERAL COMPETENCY: Science for the Exceptional Child

(No. Ec 152-9)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. State two objectives of science education for the Exceptional Child.	V___/W___	Class lecture Class demonstration
I	2. Discuss at least three areas of bodily functioning which could be incorporated in the special education classroom science lesson.	V___/W___	1. BSCS Unit I 2. BSCS Units I-IV 4. BSCS Unit I, p. 3 5. BSCS pp. 11-13 6. BSCS Units I-IV 7-8 Independent work
I	3. Discuss with an example the steps involved in problem solving.	V___/W___	
I	4. State three general activities which would require the exceptional child to use the "inquiry method" in problem solving	V___/W___	
I	5. State the purpose of one BSCS Unit.	V___/W___	
I	6. Demonstrate two BSCS activities from the above unit.	DC___/DP___	
II	7. Be able to implement a science lesson for exceptional children following a plan for moving from concrete to abstract understanding.	DC___/DP___	
II	8. Design a high-interest instructional activity for reading, math or social skills, utilizing inquiry methodology that could be used as a reinforcing activity.	V___/W___	

GENERAL COMPETENCY : Music for Exceptional Children

(No. EC 152-10)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Discuss the importance of music for exceptional children.	V___/W___	Class lecture Class demonstration
I	2. Identify five musical instruments appropriate for exceptional child classroom usage.	V___/W___	Field trip: TMR class music lesson (in class and with music teacher)
I	3. With directions for a language arts and/or arithemtic activity, incorporate music as a medium for instruction.	DC___/DP___	
I	4. With directions for two psychomotor activities (fine motor and gross motor) incorporate music as the medium of instruction.	DC___/DP___	Additional references: Music Based For The Exceptional Child (Reichard and Blackburn)
II	5. Implement two 20 minute music lessons, suitable for exceptional children	DP___	Reserve materials: UFSEIMC
II	6. Design a musical instrument which could be constructed by exceptional children	DC___/DP___	Guest lecturer: UF, Dept. of Special Educatio

GENERAL COMPETENCY: Instructional Units

(No. EC 152-11)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Explain the use of a unit approach to teaching exceptional children	V___/W___	Class lecture Class demonstration
I	2. Given a unit objective and the components of a unit, explain the sequential development of the sub-objectives.	V___/W___	Additional references: Preparing Educational Objectives (Mager) (Gronlund)
I	3. Describe or demonstrate the implementation of a given unit which will include five out of seven of the academic areas.	V___/W___	
I	4. Using a previously developed unit identify those activities which are appropriate for teacher-aides and those which are the responsibility of the teacher.	DC___/DP___	

GENERAL COMPETENCY: Self-Correcting Learning Activities (SCLA)

(No. EC 152-12)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Define a self-correcting learning activity	V___/W___	Class lecture Class demonstration
I	2. Discuss the importance & usefullness of self-correcting learning activities to: a) The child b) The teacher c) The paraprofessional d) The entire class	V___/W___	Class handouts
I	3. Design a self-correcting learning activity for one concept in either math or reading.	W___	
I	4. Demonstrate the designed SCLA	DC___/DP___	

GENERAL COMPETENCY: Structured Free Play

(No. EC 152-13)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Define structured free play	V___/W___	Class lecture
I	2. Explain the rules of four games that may be played in the classroom that require movement.	V___/W___	Additional readings: Play Acts for Elementary Grades (indoor activities) (Charles Nagel, C.V. Mosby Co.)
I	3. Explain the rules of four games that may be played in the classroom that require minimal movement.	V___/W___	
I	4. Explain the rules of four games excluding sports, that may be played outdoors.	V___/W___	

Student_____ Term_____

Instructor_____ Points Earned_____/ Possible Points_____

EC 152 - 1	EC 152 - 2	EC 152 - 3	EC 152 - 4	EC 152 - 5
1. V___/W___	1. V___/W___	1. V___/W___	1. DP___	1. DC___
2. V___/W___	2. V___/W___	2. V___/W___	2. DP___	2. DC___/W___
3. V___/W___	3. V___/W___	(II)3. V___/W___	3. DP___	3. V___/W___
4. DC___	4. DP___	4. V___/W___	4. DP___	4. V___/W___
5. V___/W___	5. DC___/DP___	5. V___/W___	5. DP___	5. DC___
6. V___/W___	6. DC___/DP___	6. V___/W___	6. DP___	
7. DC___		(II)7. V___/W___	7. DP___	
8. DC___/DP___		8. V___/W___	8. DP___	
9. DC___/DP___		9. V___/W___	9. DP___	
10. V___/W___		(II)10. V___/W___	10. DP___	
11. DC___/DP___		11. V___/W___	11. DP___	
12. V___/W___		12. DC___/DP___	12. DC___/DP___	
13. V___/W___		13. V___/W___	13. V___/W___	
(II)14. V___/W___		14. DC___/DP___	14. V___/W___	
			15. DP___	

Student_____ Term_____

Instructor_____ Points Earned_____/ Possible Points_____

EC 152 - 6

1. DC___/DP___
2. V___/W___
3. DC___/DP___
4. DC___/DP___
5. DC___/DP___
6. DC___/DP___
7. DC___/DP___
8. DP___
9. DP___
10. DP___
11. DP___
12. DP___
13. DP___
14. DP___
15. DP___
16. DP___
17. DP___
18. DP___
19. DP___
20. DP___
21. V___/W___
22. DC___/DP___

EC 152 - 7

1. DC___/DP___
2. DC___/DP___
3. DC___/DP___
4. V___/W___
5. V___/W___
6. V___/W___
7. V___/W___
8. DC___
9. V___/W___
10. DC___

EC 152 - 8

1. V___/W___
2. W___
3. DC___/DP___
4. W___/DC___
5. V___/W___
6. V___/W___
7. DC___/DP___
8. V___/W___
9. DC___

EC 152 -9

1. V___/W___
2. V___/W___
3. V___/W___
4. V___/W___
5. V___/W___
6. DC___/DP___
(II)7. DC___/DP___
(II)8. V___/W___

Student_____ Term_____

Instructor_____ Points Earned_____/ Possible Points_____

EC 152 - 10	EC 152 - 11	EC 152 - 12	EC 152 - 13
1. V___/W___	1. V___/W___	1. V___/W___	1. V___/W___
2. V___/W___	2. V___/W___	2. V___/W___	2. V___/W___
3. V___/W___	3. V___/W___	3. W___	3. V___/W___
4. DC___/DP___	4. DC___/DP___	4. DC___/DP___	4. V___/W___
(II) 5. DP___			
(II) 6. DC___/DP___			

EC 221: Seminar in Special Education

1. Employment
2. Audio-visual: Area II

GENERAL COMPETENCY: Employment

(No. EC 221-1)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Identify three ways to locate employment opportunities	V___/W___	Class Lecture Class Discussion
I	2. Be able to utilize the procedures for making initial contacts with employers.	DC___	1. County Office of Education State Employment Office District Personnel Offices State & Federal Institutions Private Institutions Professional Associations
I	3. Correctly identify appropriate dress for the job situation	V___/W___	
I	4. Demonstrates appropriate posture, carriage and courtesies necessary for job interviews.	DC___	
I	5. Identify the basic job facts which should be discussed during the interview.	V___/W___	2. a. Letters b. Phone Calls c. Personal Appointments d. Combinations
I	6. Demonstrate "Closing the Interview."	DC___	3. Video taping of simulated 4. situations. 6. Role play interview with public school principal
I	7. Identify appropriate interview follow-ups.	V___/W___	5. a. Pay b. Hours c. Fringe Benefits d. Location e. Duties

GENERAL COMPETENCY : A-V Area

(No. EC 221 - 2)

CLASS	COMPETENCY	EVALUATION	DEVELOPMENTAL ACTIVITIES
I	1. Demonstrates an ability to operate A-V Equipment including: a) 16 mm projector b) Filmstrip projector c) Video-tape equipment d) Slide projector - carousel e) Listening center	DC___/DP___	1. See Appendix B3 2,3. Direction of supervisor or teacher. Field Trips: a. Learning Resources Cente b. IMC University of Fla. Schisgall, J. The creative us of multimedia. Teaching Exceptional Children, 1973, 5(4), 162-169.
I	2. Develop one activity using one piece of audio-visual equipment.	DC___/DP___	
I	3. Using two pieces of audio-visual equipment, develop an activity, lesson, or instructional material for classroom use.	DC___/DP___	

Student_____ Term_____

Instructor_____ Points Earned_____/ Possible Points_____

EC 221 - 1

1. V___/W___
2. DC___
3. V___/W___
4. DC___
5. V___/w___
6. DC___
7. V___/w___

EC221 - 2

1. DC___/DP___
2. DC___/DP___
3. DC___/DP___

APPENDIX A

APPENDIX A: 220-1 Checklist of paraprofessional ethical behavior for use by supervising teacher.

	Never	Sometimes	Usually	Always	NA
1. Knows and practices rules applicable to paraprofessionals					
2. Reports to practicum placement on time					
3. Calls in if absent or tardy					
4. Follows work schedule					
5. Wears appropriate attire					
6. Knows school facilities					
7. Knows line of authority					
8. Maintains professional role with teacher, faculty, staff, children, and parents					
9. Handles critical situations appropriately					
10. Demonstrates concern for program					
11. Shows initiative					
12. Cooperates in all situations					
13. Demonstrates proper conduct in conversation					

	Never	Sometimes	Usually	Always	NA
14. Demonstrates proper conduct in actions					
15. Is courteous toward students, faculty and staff and parents					
16. Performs duties assigned by teacher					
17. Provides appropriate model for children					
18. Avoids discussion of personal problems					
19. Avoids over emphasis of personal opinions					
20. Is fair and objective in situations between:					
a) Teacher and Paraprofessional					
b) Teacher and Student					
c) Paraprofessional and Student					
d) Student and Student					
21. Discusses professional situations openly with supervisor and/or directing teacher					
22. Demonstrates professionalism with confidential information					

Additional comments:

APPENDIX B_1

Instructions in use of the following equipment and materials indicated by an asterisk (*) was originally produced in Teachers Aide Training Guide for Classroom Teachers: Teacher Education Module D-2 prepared by Mrs. Claire Duncan (Panhandle Area Education Coop., Chipley,Florida) for the Bureau of Teacher Education, Certification and Accreditation Division of Elementary and Secondary Education in Cooperation with the State of Florida, Department of Education, Tallahassee, Florida.

Additional instructions, indicated by a double asterisk (**) were adapted to the needs of this project using above module as a guide.

TAPE RECORDER - REEL-TO-REEL

OPERATING INSTRUCTIONS

To record:

1. Plug power cord into machine and then into electrical outlet.
2. Turn switch to ON.
3. Place the full reel on the left spindle so that tape comes off counter clockwise with shiny side of tape on outside.
4. Place the empty reel on the right spindle.
5. Pull off about 12 to 18 inches of tape and place it vertically in the tape slot (with shiny side toward you as you face the machine).
6. Thread the loose end of the tape onto the empty reel, turning the reel two or three times by hand.
7. Insert michrophone cord into input jack on side of recorder.
8. Turn on RECORD switch.
9. Speak into the microphone at a normal speaking level.
10. Adjust the tone and volume by rewinding tape and replaying recorded section.
11. When recording is complete, rewind tape using fast rewind control.

To play:

Follow steps 1 - 6, setting speed control to speed indicated on tape.

TAPE RECORDER/PLAYER - CASSETTE

OPERATING INSTRUCTIONS

Several models of these two machines are available commercially: the cassette tape recorder and the cassette tape player. The recorder will record and play cassettes. The player will only replay pre-recorded tapes.

To Record:

1. Place recorder on table.
2. Lift lid and insert cassette, so that holes are properly placed over both spindles and tape can be viewed on LEFT side of cassette.
3. Plug in power cord to recorder and then into power outlet.
4. Plug in microphone into microphone jack.
5. Engage the recording button and begin speaking into microphone at a normal volume.
6. Rewind tape and replay to check for errors and to be certain selection was recorded.*

To Play:

1. Place recorder or player on table.
2. Follow steps 2-3 above.
3. Rewind tape.

*NOTE: The cassette tape may be inverted and recorded on the other side. If it is a pre-recorded tape, both sides are already recorded.

OVERHEAD PROJECTOR

OPERATING INSTRUCTIONS

1. Plug the power cord into electrical outlet.
2. Turn control switch to "ON".
3. Lay the transparency on the top of projector.*
4. Make image larger or smaller by moving projector closer or farther away from screen.
5. Focus the image by raising or lowering the complete projection head with the focusing knob located on the side of the head.
6. Turn the projector ON when you want to present the visual image. Turn projector to FAN when presentation is completed to allow machine to cool. (On newer models, turn off and machine will cool automatically, then cool off.)

*NOTE: Transparencies of two types may be used: already printed or blank. If a blank transparency is used, a grease pencil is used for writing or drawing and a cleansing tissue is used to clean when finished.

OPAQUE PROJECTOR

OPERATING INSTRUCTIONS

1. Plug in power cord.
2. Place material to be projected in the tray, on the roller, or on the plate; push lever to move it up into position.
3. Turn on the projector.
4. To make image smaller, move projector toward screen; to make image larger, move away from screen.
5. Focus projector lens to make the image sharp on the screen.
6. Trace projected images on selected materials.

LANGUAGE MASTER

OPERATING INSTRUCTIONS

To Record:

1. Plug in Language Master. (Cord is stored inside machine.)
2. Card may be recorded on instructor or student track of tape.
3. Push appropriate button marked "student" or "instructor."
4. Insert card with strip of tape on front bottom to the right side of machine.
5. Push card gently until machine picks up card and pulls card to left.
6. Quickly push record button and speak into machine at normal voice level.
7. Remove card and insert into machine at right to check voice level, etc.
8. If it is desired to record only on instructor's track, loosen screw and lock record button in upper left of machine. Recording can now be done only by instructor.

To Play:

1. Follow steps 1-5.
2. Remove card and replace in box.*

To Erase:

1. Push record button and do not say anything.
2. Repeat step one on the other track.

* NOTE: If blank cards are used and it is desired to add appropriate picture or word, put these on another sheet of paper and paper clip to top of card.

DRY MOUNT

OPERATING INSTRUCTIONS

1. Plug in machine.
2. Set temperature setting on high.
3. Trim picture (or whatever is to be mounted) to fit cardboard and dry mount plastic. (Only plastic which is manufactured for use with dry mount machines can be used.)
4. Place cardboard, picture, and plastic coating in machine, face down.
5. Press all three with top cover of dry mount machine.
6. Leave for amount of time specified on machine.
7. Raise lid and remove picture.
8. Picture is now ready to hang.
9. If more than one picture is to be dry mounted at one time, turn temperature down as machine heats up.*

*NOTE: All models have thermostat controls. Some models will turn down automatically, while on others it must be done manually.

SPIRIT DUPLICATOR

OPERATING INSTRUCTIONS

1. Check level of fluid in Fluid Tank, fill if necessary with tank in OFF position. Remove cap and fill tank with fluid, replace cap, and tighten firmly.

2. Turn fluid tank ON. Wait a few seconds to allow fluid to moisten wick.

3. Be sure machine is plugged into electrical outlet.

4. Attach master to cylinder with the following steps:

   a. Open master lock with lever.

   b. Tear backing from master (which is the blue-black carbon) and throw away.

   c. Insert end of master squarely, with carbon side outward.

   d. Return lever to lock position.

5. Load paper on feed table, adjusting side guides and lever for corner of paper.

6. Adjust receiving tray.

7. Set count index to 000.

8. Press starter bar, which starts motor and automatic feed at the same time.

9. Adjust pressure control.

10. Adjust position of print on paper by dialing control knobs in handle. Pointer at side of cylinder shows number of typewriter spaces that the print may be raised or lowered.

11. Raise feed arm to stop machine when desired number of copies have been printed.

THERMOFAX MACHINE OPERATING INSTRUCTIONS

One method for making transparencies for classroom use is with the Thermofax machine. This process of transferring original material to heat-sensitive transparent projection material is simple and quick. Although colored materials can be copied, e.g. pencil, typewritten, or felt tip pen markings.

Your master should be on white paper and should not be larger than 8 1/2" X 11". In order to reproduce text or pictures from a book or pamphlet, the page must be removed from the binding. The Thermofax process does not destroy the original. Smaller items should be Xeroxed so the copy fed into machine is required size.

When you have prepared or selected the master, follow these steps to produce the transparency:

1. Each sheet of heat-sensitive Thermofax film has a notch in one corner. When the film is placed over the original, be sure that the notch is in the upper right-hand corner.

2. Set the dial halfway between the buff and white settings, and pass the transparency and original through the Thermofax. The proper setting may vary from machine to machine. If the copy is too light, set the dial for a slower setting; if it is too dark, set for a faster setting.

3. As the material comes from the copy machine, separate the original from the transparent copy. Your transparency is ready for projection on overhead projector.

APPENDIX B_2

PREPARING TRANSPARENCIES

The simplest type of transparency to prepare is that made by hand for temporary use by writing or drawing on a piece of clear acetate or plastic with a grease pencil or felt tip pen.

Images from books may be made by placing acetate directly over image and tracing. To color large areas, use water-soluble felt pens or special grease pencils that project the color of the pencil lead.

Another type of transparency is made with the Thermofax machine. This is done by inserting an original black and white copy and a sheet of Thermofax film into machine. Copy will transfer onto transparent film for projection by overhead projector. (For specific instructions, see Appendix A.)

PREPARATION OF BULLETIN BOARDS

A good bulletin board should have:

1. Headline--clear concise statement of fact. It should be bold and/or attract attention to it in some way.

2. Dominant element--something that stands out.

3. Illustrations--which enlarge or clarify the dominant point.

4. Captions--which are clear and brief, to identify or explain illustrations.

Plan out displays before you begin so you can devise an attractive arrangement. A limited use of two or three different kinds of display materials usually leads to more pleasing design.

Backgrounds should be of a color which doesn't detract from the message.

Keep the board simple and present only one idea at a time. Too much material can be distracting. Odd numbers of illustrations are usually more easily arranged than even numbers.

PREPARATION OF BULLETIN BOARDS

SUGGESTED TOOLS AND MATERIALS

scissors
cutting knife
single-edge razor blade
paper cutter
wire cutter
pliers
screwdriver
stapler
colored pencils
felt-tip pens
brushes
tempera paint
watercolor paint
inks
rubber cement
household cement
paste
cellophane tape

tissue paper
project paper rolls
metallic paper
mesh
burlap
felt
wire
string
yarn
thread
golf tees
straight pins
tag board
poster board
corrugated board

construction paper
boxes
tubes
corks
bottle caps
buttons
newspaper
metal containers
paper plates
egg cartons
tongue depressors
window blinds
carpet scraps

PREPARING DITTO MASTERS

Preparation of ditto masters to be used on the Spirit Duplicator is simple if the following guidelines are followed:

1. Prepare a preliminary sketch of subject, picture, etc., BEFORE drawing on ditto master.
2. Reproduce sketch on WHITE side of ditto.
3. DO NOT remove inner sheet from ditto until sketch has been done on white side.
4. Remove inner sheet and trace over sketch.
5. Tear white copy off carbon, place white copy on duplicating machine (drawing side down), and produce desired number of copies.
6. Retain inner sheet, paper clip to back of ditto and store for future use.

Ditto masters are generally produced when several copies of one item are desired. Although there are literally hundreds of commercially made masters on the market, individual differences often require production of exercises not available commercially. Hence, the teacher must decide whether a specific activity warrants production of a master copy.

MOUNTING FLAT PICTURES

When mounting flat pictures, choose materials that are suited to the subject of the picture. The mounting materials should complement the picture, such as:

a. Colored construction paper

b. Tag board

c. Colored drawing paper

d. Poster board

Colors that harmonize with the pictures will hold the viewer's attention. A subdued color in the picture will help maintain harmony.

In mounting the picture, use wide margins. When the picture is mounted, the bottom margin should always be the largest.

APPENDIX B_3

CRITERIA FOR TRANSPARENCY EVALUATION

1. Is transparency relevant to subject being presented?

2. Does transparency project clearly?

3. If transparency is to be reproduced on Thermofax machine, is material the proper size and material?

   a. Is material in black and white?
   (Most colored materials will not reproduce.)

   b. Is original copy of a mineral-base material, e.g. typewritten, commercially printed, carbon copy, black pencil, India ink, etc.

4. If transparency is hand-made, is proper material and writing tool utilized?

   a. Is material of clear acetate or plastic?

   b. Is writing tool used of material which will project clearly and distinctly, e.g. grease pencil or felt marking pen?

CRITERIA FOR BULLETIN BOARD

EVALUATION

1. Is the theme significant?

2. Is the message clear?

3. Is the space used effectively?

4. Visually attractive?

   a. Appropriate frame and background?

   b. Is the focal point obvious?

   c. Color scheme fit theme?

   d. Lettering appropriate to the grade level? (color, size, uniformity)

5. Can the board be easily changed?

CRITERIA FOR EVALUATION OF DITTO MASTERS

1. Is ditto master necessary to produce adequate amounts of materials, or would two or three copies made by hand been sufficient?

2. Was the idea properly planned and sketched before final reproduction on ditto?

3. Was sketch done on white sheet only before carbon copy was produced?

4. Was desired results obtained when copy was reproduced?

CRITERIA FOR EVALUATION OF MOUNTING FLAT PICTURES

1. Is proper material chosen as backing?

2. Is proper color chosen to complement picture?

3. Are margins proper size for the shape of picture?

16 mm PROJECTOR

OPERATING INSTRUCTIONS

Different models of projectors have different threading procedures. Study the threading diagram of your particular model, then follow it carefully, even if it differs from these instructions.

To start:

1. Thread the projector.
2. Plug power cord into outlet.
3. Turn on amplifier first.
4. Start the motor by depressing start button.
5. Turn on the lamp by depressing lamp (or light) button.
6. Focus the image by turning knob on lens.
7. Adjust size of picutre on screen by moving projector closer or further away.
8. Adjust volume with "Volume Control".

To stop:

1. Turn off the light.
2. Turn off the sound.
3. Rewind the film with instructions inside lid. (Instructions will vary with individual projectors.)
4. Turn off the motor.*
5. Unplug the power cord.

*NOTE: NEVER move projector until it has cooled completely after use. Failure to do this may result in bulb burn-out.

FILMSTRIP PROJECTOR

OPERATING INSTRUCTIONS

To start:

1. Plug power cord into outlet.
2. Check on-off switch to see if bulb and fan are working.
3. Raise spindle and place film so the spindle is in the center of the rolled film. (Make sure the first picture of the filmstrip is on the outside of the film roll.)
4. Gently pull out 6 to 8 inches of filmstrip and insert into slit on top of projector so the film unrolls from the top of the roll. Push film into channel until it stops.
5. Turn projection lamp on.
6. Advance film to "focus frame" by turning knob on side clockwise to advance each frame.
7. Pull out projection lens (on front of projector) and focus until image on screen is sharp.
8. Raise picture on the screen by using elevating knob under front of projector.
9. If the picture is tilted on the screen, adjust leveling control until picture is level.
10. Re-roll filmstrip and place in container.

To stop:

1. Turn switch to "FAN" to allow projector to cool.
2. Continue advancing film forward until it is completely out of machine.
3. Re-roll filmstrip by hand so film is ready to use next time. Replace in container.

VIDEO EQUIPMENT
OPERATING INSTRUCTIONS

Follow threading instructions on the particular machine you are using.

To play:

1. Connect electric cord to machine and to electrical outlet.
2. Connect the monitor to the video recorder with monitor connection cable and power cord.
3. Place full reel of tape on left-hand spindle (as you face the machine), and place the empty reel on the right spindle.
4. Unwind about 3 feet of tape from the full reel. The tape should come off the reel in a counter-clockwise direction.
5. Follow threading lines on machine.
6. Wrap tape around take-up reel, turning by hand until there is no slack in the tape path.
7. Turn on Motor switch.
8. Turn monitor ON. It helps to have the monitor pre-set and ready beforehand.
9. Set machine on PLAY. The recorded picture may now be seen on the monitor.
10. Adjust monitor: volume, horizontal hold, vertical hold.
11. When you finish playing the tape, set machine to STOP.
12. If the tape is still wrapped around the left-hand reel, switch to "re-wind" until right-hand reel is empty. If tape played completely off the left-hand reel, wind a small amount of tape into it by hand, then switch to "re'wind."
13. Turn all equipment to OFF. Disassemble and prepare for storage.

CAROUSEL SLIDE PROJECTOR

OPERATING INSTRUCTIONS

1. Open door on bottom of projector and withdraw full length of power cord.
2. Plug in power cord.
3. Connect remote control. (Optional on some machines.)
4. Insert slide tray into machine with No. "0" at tab marking beginning.
5. Turn machine on.
6. Focus machine with focus knob on top at right.
7. Adjust picture angle with leveling foot.
8. Push front button on right side of machine to move slides forward. (Back button is reverse button.)*
9. If slide to be shown is on another part of carousel, push select button (behind focus knob on top right) and turn carousel to desired position.
10. Turn machine to "FAN" when slide show is finished to allow machine to cool.
11. Turn projector to "OFF."

*NOTE: Remote is also used for "FORWARD," "REVERSE," and "FOCUS."

LISTENING CENTER
OPERATING INSTRUCTIONS

To operate:

1. Open lid on listening center by loosening latches on each side.
2. Remove all sets of earphones from box.
3. Plug outlet plug into "Earphone" position on record player.
4. Turn record player on and place needle on record.
5. Adjust volume for each set of headphones (earphones) by turning knob designated for that set.
6. Return all headphones to listening center when finished.